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ABSTRACT

The Colorado Migrant Education Program seeks to identify and meet the specific educational needs of all migrant children in the State. In providing comprehensive services to migrant students, Colorado has organized and operated its migrant educational program around the following basic program aspects: (1) conducting a year-round, statewide migrant student identification and recruitment effort; (2) providing a full, intensive and comprehensive summer educational program for all migrant students; (3) helping the local educational agencies plan and operate their programs with respect to migrant students and supplement local programs to better serve the migrant's needs; and (4) coordinating and cooperating with other state and local agencies in providing the needed educational and related services. In 1973-74, the program served 4,297 migrant students. A major program goal was to provide migrant students with specialized and expanded opportunities to improve their communication skills. Bilingual and bicultural, oral language development, reading and math were stressed in most programs. Overall, the program was successful. This evaluation report covers: student enrollment and attendance, program organization, staff, support services, exemplary programs, student achievement and behaviors, and staff and community attitudes. (NQ)

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1973 - 1974
SUMMARY AND EVALUATION REPORT
OF
COLORADO MIGRANT EDUCATION PROGRAM

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SUMMARY AND RECOMMENDATIONS

SUMMARY

Again in 1973-74, Colorado provided a broad based educational program for migrant students throughout the state. About one-thousand students were enrolled in 12 local programs during the regular school year. Over two-thousand students were enrolled in a total of 18 local programs conducted during the peak summer months. Forty-one out of a total one hundred and eighty-one local school districts directly participated in the Colorado Migrant Education Program. Two out of three migrant students attending regular school year programs were from out-of-state increasing to three out of every four attending the summer programs. Colorado, being primarily a receiving state, gets a majority of out-of-state students from Texas, with Arizona and New Mexico sending a smaller number. Regulations on serving 5-year migrants were tightened considerably in 1973-74 and as a result only about one out of ten students enrolled were 5-year migrants being served on a space available basis.

Total student enrollment dropped again in 1973-74 as a number of complex factors affected the migrant student population. The greatest loss in student enrollment came in the fall and spring terms, making up more than 86%

of the total decline for the year. Summer enrollment in 1974 was comparable to that in 1973 except for a small decline in 5-year migrant students. Over the last four years from 1970-71 through 1973-74, the proportion of interstate students has been increasing steadily from 43% to 67% for the regular school year programs and 63% to 76% for the summer programs. Over the same period, the proportion of intrastate students decreased steadily from 38% to a low of 16%. The proportion of 5-year migrant students has declined from 19% to a low of 8% of the total student enrollment.

The regular school programs for migrant students consisted of full 90 day fall and spring terms. Average length of summer migrant programs was 40.9 days, up somewhat over last year. The average number of days attended per student was 50.9 days for the fall term and 57.1 days during the spring. The average migrant student attended the summer educational program for 24.4 days, a slight decrease in attendance from a year ago. Overall, a greater percentage of migrant students attended the spring program for a longer time than they did for the fall program. Attendance patterns of migrant students were found to be extremely complex and dependent upon the characteristics of each child, the length of time he is in any given area, the availability of local programs and the "attractiveness" of program offerings. Before we can fully understand student attendance patterns on a state-wide basis, we must understand better the factors that influence student attendance and their interrelationships.

Migrant students, as a group, have very important and unique educational needs. Low achievement in the academic subjects, dropping out of school before graduation, poor self-concepts and self-esteem, and English language barriers are special problems of many of the migrant students. About two out of every three migrant students in Colorado have Spanish or Indian as their primary language and almost one out of every ten speak little or no English.

In providing comprehensive services to meet the unique needs of migrant students, Colorado has organized and operated its migrant educational program basically around the following program aspects.

1. Conducting a year-round, state-wide migrant student identification and recruitment effort.
2. Providing an intensive and comprehensive educational program for all migrant students during the summer months.
3. Helping the local educational agencies plan and operate their programs with respect to migrant students and supplement local programs to better serve the unique needs of the migrants.
4. Coordinating and cooperating with other state and local agencies in providing the needed educational and related services.

Providing migrant students with specialized and expanded opportunities to improve their communication skills was a major goal of the program. Bilingual and bicultural, oral language development, reading, and math were stressed in most programs throughout the year. Although providing career education, vocational, and work-study programs have been a growing concern to program officials over the last few years, only a few local programs have established an organized and comprehensive program. This need for career and vocational programs is particularly important for the older students, who as a group do not attend school regularly and are not likely to unless there is something special offered them. Many new programs and activities were introduced by the local migrant programs in 1973-74. The major thrust in new program development appeared to be in one of several areas. PIRAMID, special education, bilingual and bicultural programs, and career education were frequently mentioned by local program directors.

The total number of all types of program staff was 549 persons in 1973-74, slightly higher than the 546 figure for the previous year. Approximately the same percentage of total employed staff was bilingual, or 59% for 1973-74 compared to the previous year. A large majority of teachers, aides, administrators, and family contact workers came to the program with at least one year prior experience in migrant education. Teachers showed the greatest increase in prior migrant experience where only 14% had no previous experience compared to 34% in 1972-73. The average number of migrant students per teacher was 13.4 for the 1973-74 summer program, down slightly from a year ago. Another student-teacher ratio of particular interest -- the number of bilingual students per bilingual teacher -- was 19.6 for the state average, a figure that is almost 50% higher than the composite student-teacher ratio. One region of the state reported an abnormally high bilingual student-bilingual teacher ratio of 57.9 which suggests too low a number of trained bilingual teachers for the particular language needs of the students. Extensive preservice and inservice training was provided the local program staff on-site by one of three mobile units. The mobile unit directors and consultants worked closely with local staff in planning and scheduling the inservice topics.

The Migrant Summer School Health Program was expanded considerably in 1973-74 to screen every available migrant student enrolled in the local programs. Twenty nurses and four nurse aides provided more complete coverage and comprehensive health screening and referrals in each of twenty-two summer migrant centers across the state. The extended health screening examinations and tests included normal physical examinations, height and weight measurements, blood tests, urinalysis, hearing tests, vision tests and eye examinations, and throat cultures for streptococcal infections. The numbers of students receiving health screening increased dramatically in 1973-74 reaching up to 87% of the total student population for certain examinations. With the vast increase in the types of health screening offered, the average cost per student enrolled remained about the same in 1973-74 or $21.89 per student. The Colorado Department of Health provided a cooperative dental health program during the summer for school-age migrant children including both dental health education and dental care. A total of 1,703 migrant school children were examined. Sixty-two percent of the children, ranging in age from four to sixteen years, were in need of dental care. A total of 837 children received dental care.

Day Care Programs of about eight-weeks duration were operated by the Colorado Migrant Council for migrant preschool children (ages 1-4 years). Eighteen local centers, seven being funded by Title I, Migrant Education, served a total of 893 infants, toddlers, and headstart children. Health and dental screening and care were provided the Day Care children by the Colorado Department of Health. A total of 397 home visitations were made throughout the summer session.

A new project, the Colorado Migrant Child Identification and Recruitment Project (CMCIRP), was started in the summer of 1973 to survey all areas of the state to identify and recruit migrant children for the migrant education program. The project focused its survey on the areas of the state not currently being served by a local migrant program. After one year, 50 out of a total 61 counties of the state were surveyed, identifying nearly 600 migrant children of whom many were not enrolled in any migrant education programs.

Local program costs for the 1973-74 year was $1,204,898, up 10 percent over last year. The cost per student-day varied widely between local programs averaging $2.94 during the fall, $3.86 during the spring, and $17.44 for the summer program. Expanded health services and the two new programs, CMC Day Care and CMCIRP, added approximately $280,000 to the total 1973-74 costs for the Migrant Education Program.

Although the entire area of student evaluation has been receiving increased attention over the last couple of years, the planning, organization, and implementation of a comprehensive testing effort in the Migrant Education Program is still too young to produce much usable information. The evaluation of student achievement must be looked at differently for the regular and summer programs, respectively. Very little organized testing of migrant students was evident during the regular term except what standardized testing the district might have provided as part of their regular educational program. Testing during the summer programs was a bit more extensive and organized, although results, of any kind, were reported by less than half of the local programs. Results of the PIRAMID criterion-referenced testing were reported by only four out of the fourteen or so programs identified as using PIRAMID. From a small sample of standardized achievement test scores reported, migrant students appeared to make overall positive gains in grade-level equivalent for reading and math. Criterion-referenced test results from four local programs using PIRAMID indicate that migrant students made significant gains in mastering specific reading and math objectives during the summer program.

The general attitude of teachers and the community towards the migrant child is extremely important for providing him a quality educational program. Staff attitudes generally have been improving over the years especially for the summer programs. The high rate of teacher and other staff requesting to return each summer and their increasing willingness to become involved in all aspects of the programs are indicative of a growing positive attitude. On the other hand, one must question the attitudes of regular school staff toward migrant students enrolled in the regular educational programs. Very little is known about how different teachers view migrant children in their regular school classrooms when they may be expected to be there only a short time. The general attitude of the community towards the migrant student and his family varies considerably from one region of the state to the next. According to reports from local program directors, there are areas where the local community is apathetic to the migrants in general and in some cases are even jealous of the special services given to migrants and not to local children. In other regions, there are real indications of improving community attitudes, primarily through the efforts of local migrant staff.

RECOMMENDATIONS

1. Conduct a state-wide comprehensive needs assessment of migrant students in preparation for planning the 1975-76 program.

2. Continue to help local school district staff improve in planning, programming, and budgeting their programs to better meet the needs of all migrant students in the area.

3. Continue to improve upon the methods and procedures for evaluating each migrant student's educational progress and achievement. Research and identify more feasible methods and instruments for migrant student evaluation (eg. PIRAMID). Study and plan a more uniform and interchangeable procedure for evaluating and reporting student gains and achievements within the state and between states.

4. Re-assess, reorganize, and improve the migrant program evaluation effort beginning with the 1974-75 year.

5. Improve procedures and support for a more timely and complete reporting of student data on the MSRTS. Study and formulate plans for utilizing the facility and services for more directly evaluating and reporting student enrollment, attendance, achievement, and health information on a state-wide basis.

6. Continue to emphasize and extend academic programs across the state so that each migrant child will have the opportunities to improve and expand his skills in the academic areas.

7. Continue to improve the quality and expand the offerings in career education, vocational, and work-study programs. Better organize and expand individual career counseling, particularly for the older migrant students. Student needs; local, state, and national manpower needs; and job trends and opportunities should all be given more consideration in the design of occupational preparation as well as vocational training components.

8. Organize and emphasize programs specifically designed to attract and meet the needs of the older migrant student, paying particular attention to those students who have dropped out of school. Consideration must be given to the broader aspects of each student's aspirations and needs in providing for their education. Consider different alternatives and solicit resources to provide older students with a stipend or compensation for attending school in lieu of working.

9. Continue to stress hiring bilingual teachers and staff and providing organized bilingual-bicultural programs. Improve bilingual student/bilingual teacher ratios in specific regions of the state. Continue to help local programs attract and recruit qualified bilingual teachers, especially in the special program areas.

10. Help local districts to expand and better organize their fall and spring programs for migrant students. Improve integration of the migrant program into the regular school program and organize each local program to provide more continuity of services to students between regular and summer terms, between local programs, and between programs in different states.

11. Through better public relations and mass communications, improve the general attitude of local communities towards migrant children, their needs, and their role and rights in society.

GOALS FOR COLORADO MIGRANT EDUCATION

The overall purpose of the Colorado Migrant Education Program is to ensure that all migrant children in the state are provided equal educational opportunities whereby their specific educational needs are identified and met with comprehensive programs of high quality. The National Goals for Migrant Education were adopted by the State Migrant Directors in 1971. The following goals for migrant education are presented to provide a framework for planning and evaluating the Colorado Program.

NATIONAL GOALS FOR MIGRANT EDUCATION

I. Provide the opportunity for each migrant child to improve communication skills necessary for varying situations.

II. Provide the migrant child with preschool and kindergarten experience geared to his psychological and physiological development which will prepare him to function successfully.

III. Provide specially designed programs in the academic disciplines (language arts, math, social studies, science, and other academic endeavors) that will increase the migrant child's capabilities.

IV. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

V. Provide programs that will improve the academic skills, prevocational orientation, and vocational skills, as well as training for older migrant children.

VI. Implement programs utilizing every available federal, state and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

VII. Develop in each program a component of interstate and intrastate communication for exchange of student records, methods, concepts, and materials to ensure that sequence and continuity will be an inherent part of the migrant child's total education program.

VIII. Develop communications involving the school, the community and its agencies, and also the target group to insure coordination of all available resources for the benefit of the migrant children.

IX. Provide for the migrant child's physical and mental well being by including dental, medical, nutritional and psychological services.

X. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

XI. Increase staff self-awareness of their biased opinions and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and pre-service workshops.

In essence, the Migrant Education Program seeks to identify and meet the specific educational needs of migrant children through remedial instruction; health, nutritional, and psychological services; cultural development; and prevocational training and counseling. Special attention in instructional programs is given to development of the language arts, including reading, speaking, and writing in both English and Spanish.

CHILDREN SERVED

ENROLLMENT

The Colorado Migrant Education Program served 4,297 migrant students in the 1973-74 program. The fall program had an enrollment of 1,270 pupils, dropping to 911 in the spring and then increasing more than twofold to 2,116 pupils in the summer program. Figure 1 is a graph of the number of migrant students enrolled in the fall, spring, and summer programs. For each period, the enrollment is broken down into the percentage of students classified as interstate, intrastate, and 5-year migrants. Inter- and intra- state migrants make up 85% of the fall and spring enrollments and increases to 92% of the total summer enrollment. The 5-year migrant, whose parents or guardian have settled out of the migrant stream within the last five years, makes up 15% of the total enrollment for the fall and spring programs and only 8% of the summer. Agricultural conditions in Colorado create the greatest demand for migratory workers during the period beginning June and ending in late October. This seasonal condition is reflected in the large student enrollment during the summer program with a significant drop in the fall and a low occurring during the spring period.

Beginning with this year's evaluation of the Colorado Migrant Education Program, we have subdivided the state into five unique

1973-74 MIGRANT STUDENT ENROLLMENT

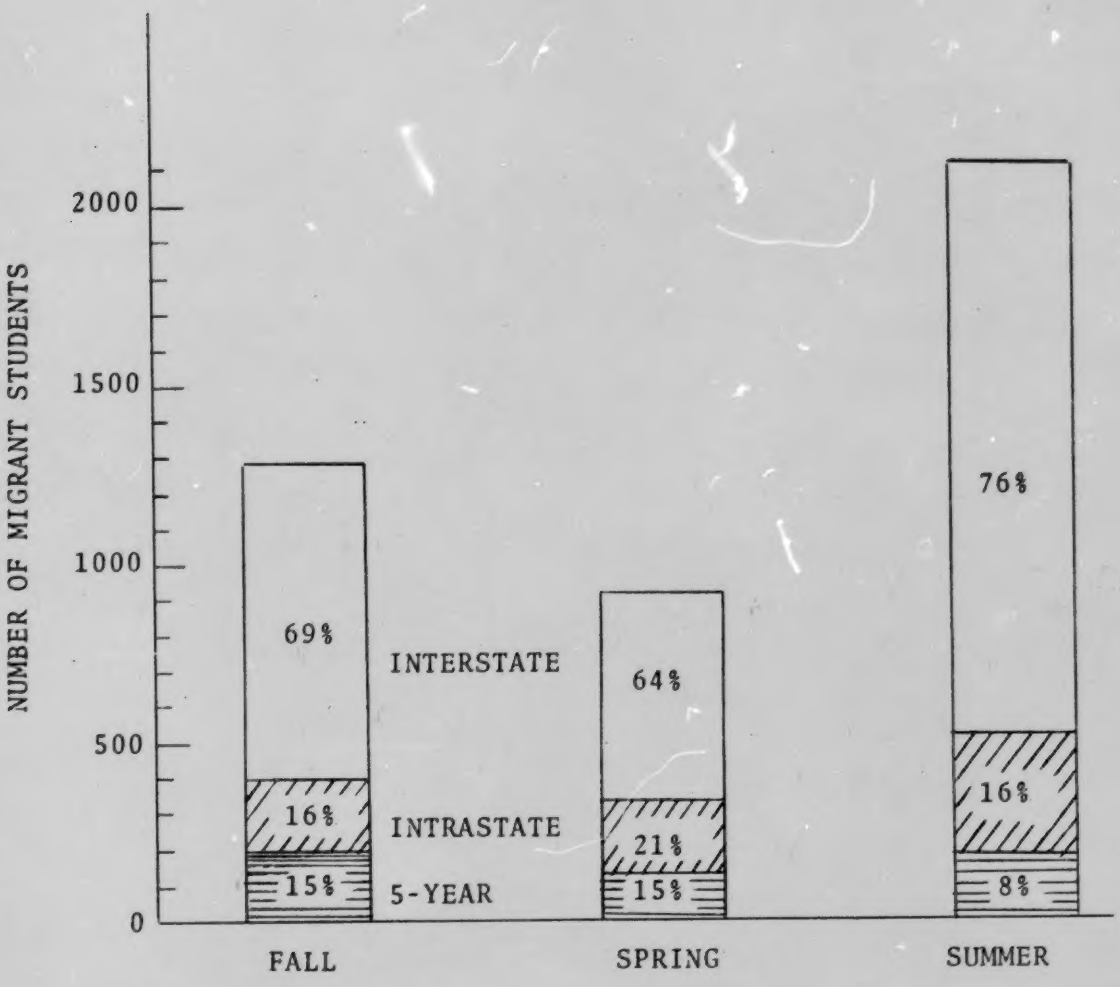

FIGURE 1

COLORADO MIGRANT EDUCATION REGIONAL MAP

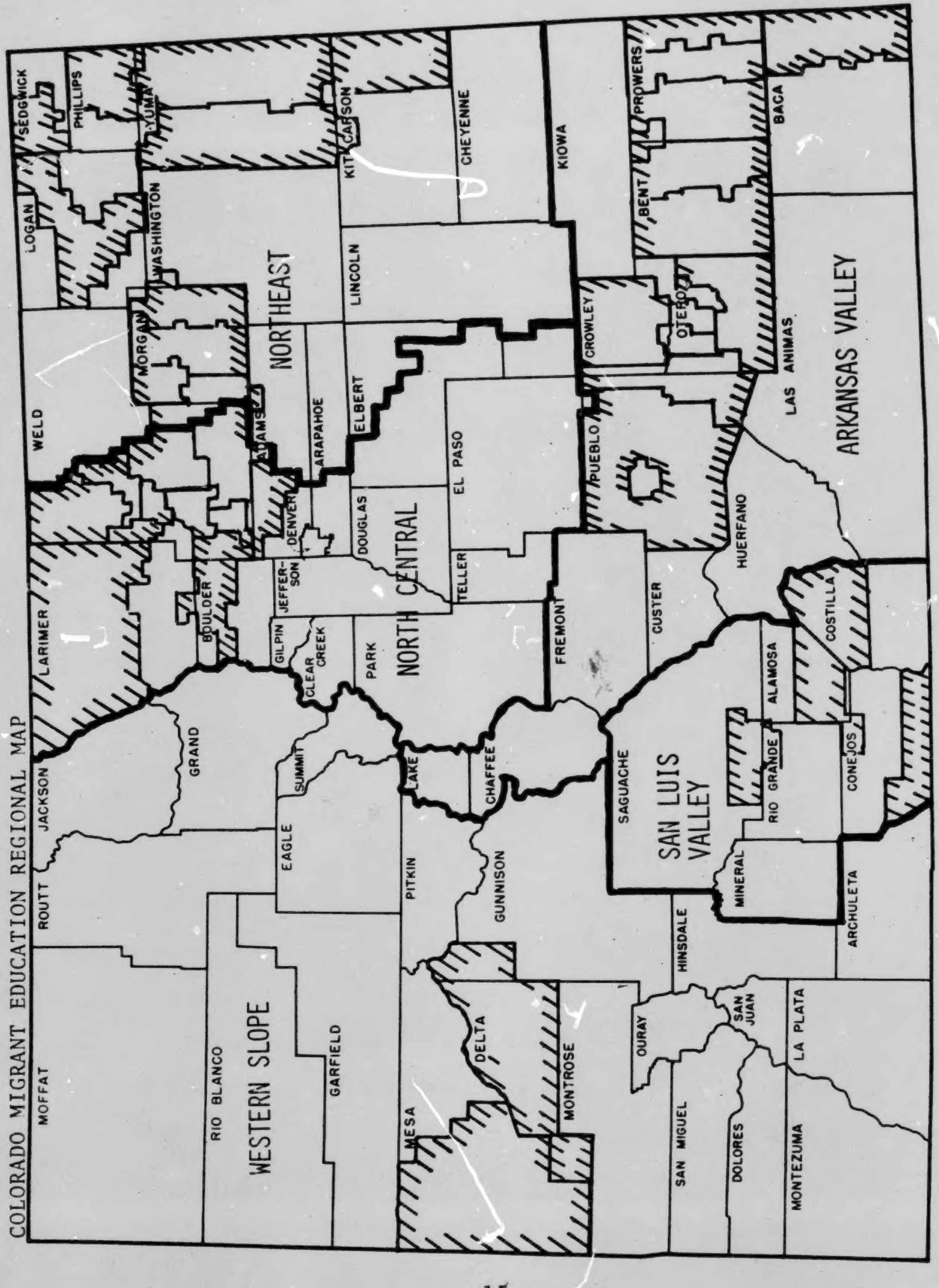

FIGURE 2

agricultural areas to permit a closer analysis of regional migrant educational programs. The five regions, Northcentral, Northeast, Arkansas Valley, San Luis Valley, and Western Slope, are illustrated in Figure 2. Table 1 presents the fall, spring, and summer migrant student enrollments by region as reported by the program directors. The Northcentral region, which housed the largest single migrant program, served almost one-half (47%) of the total state enrollment. The Arkansas Valley region, with the second largest program, provided programs for over one-quarter (27%) of the total state enrollment. At the other extreme, the San Luis Valley region with four programs and the Western Slope region with two programs served only 5% and 4% of the total state enrollment, respectively.

The percentages of enrolled students that were interstate, intrastate, and 5-year are included as part of Table 1. Certain regions experienced wide variations of interstate, intrastate, and 5-year migrant children compared to the state average. In particular, the Northeast region reported that 45% to 46% of their migrant students were 5-year during the fall and spring terms which then dropped to a low of 1% for the summer program. Very few interstate students, approximately 18% of the total, were enrolled in the same Northeast region during the regular school program but increased to 73% for the summer period. Other regions experienced significant variations in their enrollments but not to the same extent as the Northeast region.

STUDENT ENROLLMENT BY REGIONS OF THE STATE
1973-74 MIGRANT EDUCATION PROGRAM

REGION	FALL	SPRING	SUMMER	TOTAL	PERCENT
NORTHCENTRAL	616	94	938	2048	47%
Interstate	79%	79%	86%		
Intrastate	11%	14%	5%		
5-Year	10%	7%	9%		
NORTHEAST	79	52	588	719	17%
Interstate	18%	17%	73%		
Intrastate	37%	37%	26%		
5-Year	45%	46%	1%		
ARKANSAS VALLEY	496	328	329	1153	27%
Interstate	62%	46%	62%		
Intrastate	19%	33%	22%		
5-Year	19%	21%	16%		
SAN LUIS VALLEY	23	23	172	218	5%
Interstate	70%	70%	59%		
Intrastate	0%	0%	26%		
5-Year	30%	30%	15%		
WESTERN SLOPE	56	14	89	159	4%
Interstate	84%	86%	66%		
Intrastate	16%	14%	22%		
5-Year	0%	0%	12%		
TOTAL	1270	911	2116	4297	100%

TABLE 1

STUDENT ENROLLMENT BY PERCENT, BY REGION

REGION	FALL	SPRING	SUMMER	TOTAL	PERCENT
NORTHCENTRAL	49%	54%	44%	2048	47%
NORTHEAST	6%	6%	28%	719	17%
ARKANSAS VALLEY	39%	35%	16%	1153	27%
SAN LUIS VALLEY	2%	3%	8%	218	5%
WESTERN SLOPE	4%	2%	4%	159	4%

TABLE 2

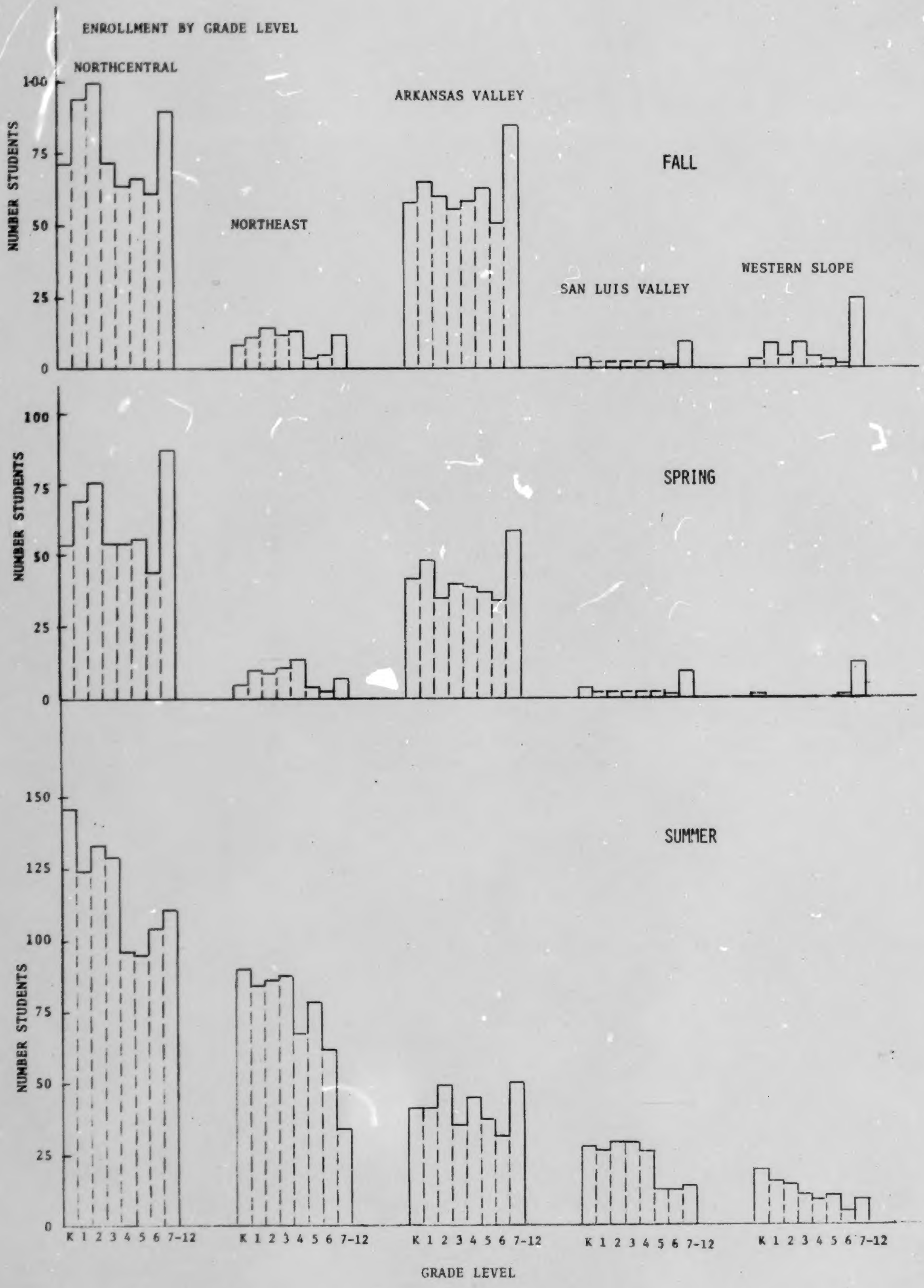
ENROLLMENT BY GRADE LEVEL
NORTHCENTRAL
NORTHEAST
ARKANSAS VALLEY
SAN LUIS VALLEY
WESTERN SLOPE
FALL
SPRING
SUMMER
NUMBER STUDENTS
0
25
50
75
100
125
150
K 1 2 3 4 5 6 7-12
GRADE LEVEL

FIGURE 3

Extreme care must be given to interpreting these types of variations as patterns of movement of the migrant students and their families because of the large differences in the absolute numbers of students involved between the regular and summer programs.

Table 2 presents the relative migrant student enrollment for each region as a percentage of the total enrollment in the fall, spring, and summer program periods, respectively. The absolute count of migrant students enrolled in the program by region and grade level is illustrated in the graph of Figure 3. Some interesting variations in student enrollment can be observed between regions, grade levels, and program periods from these data and merit further discussion.

> NORTHCENTRAL - Although the absolute enrollment was greatest for the summer program period, the relative count in the Northcentral region compared to state totals remained fairly constant over the fall, spring, and summer programs with a total average of 47%. The relative enrollment for kindergarten increased significantly during the summer program while the 7-12 grade enrollment was more or less constant over the three program periods.
>
> NORTHEAST - The migrant student enrollment in the Northeast region exhibited a radical change in absolute and relative population with a disproportional low fall and spring count of 79 and 52 students, respectively. This low percentage, 6%, is compared to a large summer enrollment of 588 students amounting to 28% of the total summer count. The relative population of 7-12 grade students remained disproportionally low for the three program periods.
>
> ARKANSAS VALLEY - The migrant student enrollment in the Arkansas Valley region was highest for the fall program with 496 students, dropping to 328 and 329 for the spring and summer programs. These counts represent a large relative enrollment for the fall and spring programs amounting to 39% and 36% of the total. The low number of students, 16%

in summer programs in the Arkansas Valley is a condition needing further study and discussion. The average relative enrollment for the Arkansas Valley over the three program periods amounted to 27% of the total. Across grade levels, a significantly large enrollment of older students, grades 7-12, was observed in all three periods.

SAN LUIS VALLEY - As the total student population in the San Luis Valley was relatively low, 218 students or only 5% of the state totals, one or two migrant families difference could shift the relative populations considerably. Nevertheless, the migrant student enrollment exhibited a low fall and spring population of 2% and 3% respectively, increasing to a healthy 8% of the total summer enrollment.

WESTERN SLOPE - Student enrollment for the Western Slope region was low with only 159 students out of a state total of 4,297. The absolute enrollments for the fall, spring, and summer programs best illustrate any variability in migrant student populations. The total enrollment for the region for the year amounted to only 4% of the state total.

Student enrollments during the fall and spring terms do not adequately reflect the number of migrant students attending school. Several local school districts would absorb relatively small numbers of migrant children into their regular school program without being identified as a regular migrant educational program. This practice, alone, vastly underestimates the total numbers of migrant children attending school during the regular term.

It is important to know the number of migrant children residing in Colorado but not attending school. It is also important to understand the children's particular individual and group needs. We know very little about these migrant young people and how many there are at any given time of the year. Nevertheless, we can venture to make at least rough estimates of the numbers involved. The two primary sources for this data are the family contact worker with each local migrant program and the field representatives with the Colorado Migrant Child Identification and Recruitment Project (CMCIRP). Each local program director estimated the numbers of migrant young people believed to be residing in their particular districts but not attending their programs. These data are presented by region and age-group in Table 3. The credibility of the data depends a great deal on how systematic and thoroughly the local program director and family contact worker surveyed their districts and projected the numbers of children not enrolled. Several local programs reported surveying each place of residence throughout their districts whereby they felt their estimates were fairly accurate. In another case, a director of one of the larger local programs reported that their estimates were at most an educated guess and probably high at that. Still other local program directors gave no estimates for their districts for certain age groups and periods of the year.

Even with this type of variability and uncertainty in the input data, the apparent large numbers of migrant children not enrolled in school suggest further study and emphasis. Overall, program directors estimated that there were 728 infants and preschool age children (1-4 yr) not enrolled in the program or 50% of the total Day Care enrollment. There were 1,175 school age children (5-17 yr) across the state, or about one out of every five migrant children, not enrolled in one of the migrant programs. As these figures pertain primarily to only those districts in the

ESTIMATE NUMBER OF MIGRANT CHILDREN NOT ENROLLED BY REGION AND AGE GROUP

REGION	FALL	SPRING	SUMMER	TOTAL	
NORTHCENTRAL					
Not Enrolled					
0-4 yr	137	93	100	330	
5-12 yr	89	56	133	278	
13-17 yr	70	41	99	210	
18-21 yr	85	53	218	356	
Not Enrolled (K-12)	159	107	232	488	24%
Enrolled (K-12)	616	494	938	2048	
NORTHEAST					
Not Enrolled					
0-4 yr	10	10	65	85	
5-12 yr	NR	NR	109	109	
13-17 yr	NR	NR	115	115	
18-21 yr	20	20	105	145	
Not Enrolled (K-12)	NR	NR	224	224	31%
Enrolled (K-12)	79	52	588	719	
ARKANSAS VALLEY					
Not Enrolled					
0-4 yr	132	114	52	298	
5-12 yr	80	75	79	234	
13-17 yr	29	31	39	99	
18-21 yr	102	99	101	302	
Not Enrolled (K-12)	109	106	118	333	29%
Enrolled (K-12)	496	328	329	1153	
SAN LUIS VALLEY					
Not Enrolled					
0-4 yr	NR	NR	15	15	
5-12 yr	NR	NR	58	58	
13-17 yr	NR	NR	35	35	
18-21 yr	NR	NR	30	30	
Not Enrolled (K-12)	NR	NR	93	93	43%
Enrolled (K-12)	23	23	172	218	
WESTERN SLOPE					
Not Enrolled					
0-4 yr	NR	NR	NR	NR	
5-12 yr	-	-	19	19	
13-17 yr	8	-	10	18	
18-21 yr	15	-	-	15	
Not Enrolled (K-12)	8	-	29	37	23%
Enrolled (K-12)	56	14	89	159	

TABLE 3

MIGRANT STUDENT ENROLLMENT BY YEAR, PERIOD, AND STUDENT TYPE

YEAR	ENROLLMENT FALL	 SPRING	 SUMMER	TOTAL	STUDENT TYPE % (Inter/Intra/5-Year) REGULAR	 SUMMER
1970-71	2659	2145	3095	7899	(43-38-19)	(63-22-15)
1971-72	2574	2167	2973	7714	(37-44-19)	(65-27-08)
1972-73	1716	1468	2271	5455	(60-23-17)	(73-15-12)
1973-74	1270	911	2116	4297	(67-18-15)	(76-16-08)

TABLE 4

TOTAL MIGRANT STUDENT ENROLLMENT CHANGES PER YEAR

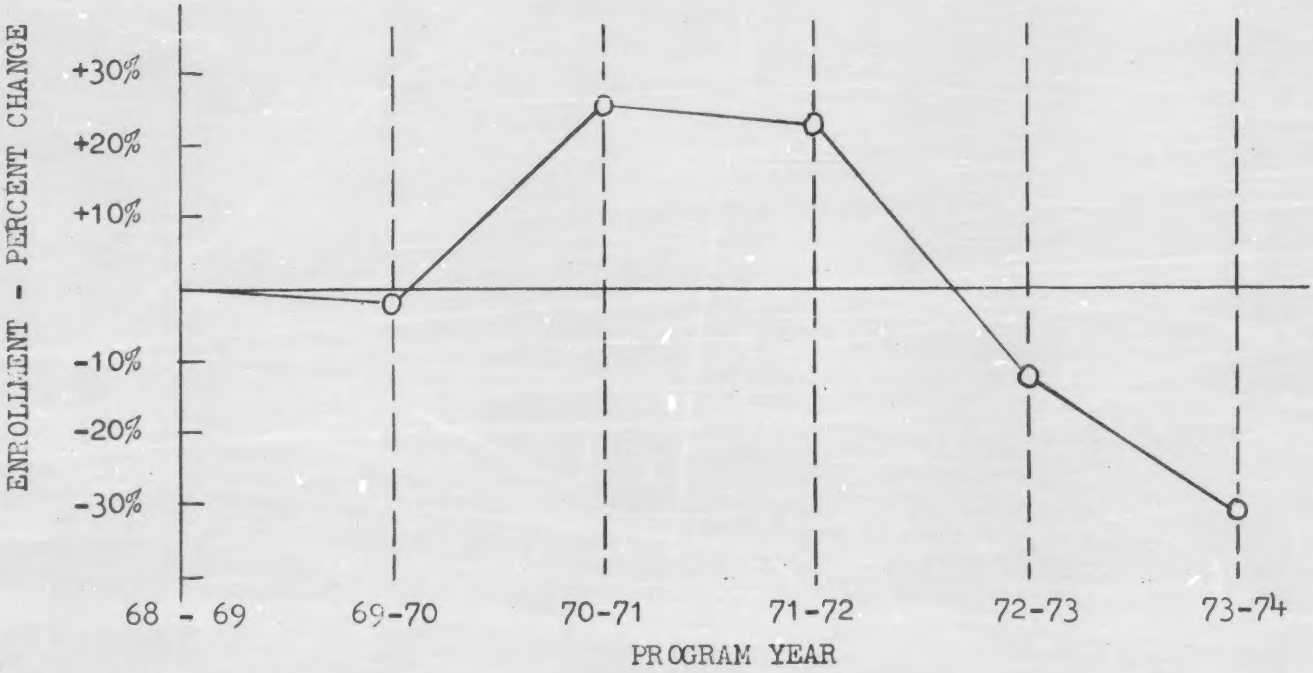

FIGURE 4

state that operated a migrant program, additional migrant children were sought out in the remaining districts as the state field representatives from CMCIRP surveyed 50 counties of the state and identified an additional 625 migrant children not initially enrolled in one of the organized programs.

Student enrollment in Colorado's Migrant Education Program has been declining over the last three years from a high of 7,899 students in 1970-71 (See Figure 4). The following year, 1971-72, there were 185 fewer students representing only a 2% decline in enrollment. The next year, 1972-73, saw the first of the large decline with 2,259 students and a 29% decrease. Of the 2,259 student loss last year, four out of every five were intrastate in each the fall, spring, and summer terms. In face of this large loss, the numbers of interstate actually increased by 80 in the fall and spring terms. During the summer of 1972-73, the numbers of interstate and intrastate were down by 274 and 461 respectively where 5-year migrants were up by 35. Summarizing the enrollment changes from 1971-72 to 1972-73, the bulk of the loss was intrastate comprising over 80% of the total decline. There was speculation that the bad weather conditions and resulting poor crops were a major reason for the 1972-73 loss. Intrastate students made up a significant part of the large enrollments in 1970-71 to 1971-72. The following year's particular agricultural and economic conditions in Colorado probably prompted many intrastate migrant families to seek other work, thus accounting for the large losses in 1972-73. In 1973-74, the migrant program again experienced a loss of 1,158 students or a 21% decline. The greatest losses came in the fall and spring enrollments comprising more than 86% of the total decline for the year. But unlike the previous year, the losses were spread out over interstate, intrastate, and 5-year. Summer enrollment in 1974 was comparable to that in 1973 except a small decline in 5-year students. This latter decline was probably the result of better identification of the 5-year students and a tightening of the restrictions for providing programs for the 5-year migrants. The large decline in 1973-74 fall and spring enrollments resulted in part, from the low carryover of 1973 summer migrant students. In addition, several local districts elected not to offer formal migrant programs during the regular school year because of reportedly small migrant student populations in their districts.

This condition of declining enrollments is a major concern to program officials. They need to know the enrollment trends and patterns and to fully understand the conditions causing them in order to better plan and administer current and future educational programs. State and local program staff have offered a number of possible explanations for the radical decline in migrant student enrollments over the past couple of years.

1. Weather conditions and crop yields have created a decline in the need for agriculture workers.
2. Crop changes and increased mechanization have reduced the demand for migrant workers.

3. Suspected increase in the use of illegal aliens from Mexico displace true migrants and student enrollments.
4. A tightening of federal and state policies for serving the 5-year migrants have forced program directors to exclude more 5-year migrant students from their programs.
5. A shift in the average age of migrant workers toward more single workers and young families reduce the absolute number of school-age children.
6. Better identification of migrant students has resulted in reclassifying many students as 5-year or seasonal, which reduces the total number of migrant students that can be served.
7. A greater number of migrant workers, particularly intrastate, are finding other employment in Colorado and removing themselves from the migrant stream.
8. In a number of individual programs, up to seventy or eighty percent of the same migrant workers and families were observed to return from previous years to work the fields. With this condition, we should expect average ages of migrant students to increase from one year to the next. As older migrant children are less likely to attend school, the increasing loss of older students is not made up by new younger students entering the program.

In an attempt to describe and better understand the complex enrollment patterns and trends of migrant students in Colorado, we have constructed a test model for describing the observed migrant enrollment pattern across the state and analyzed enrollment trends over a multi-year period. Ultimately, a final model can be used to analyze and describe some of the complex migrant student enrollment trends and characteristics and then to predict enrollment patterns and changes. For this evaluation report, we have analyzed the three year period from 1971-72 to the present 1973-74. This analysis looks at the changing enrollments for the kindergarten, elementary, and secondary age group students.

Enrollment-age relationships are discussed in terms of the relationships of changing age patterns and the availability or "holding power" of migrant programs for different age-group students.

Changes in migrant student enrollments for the three year period are presented in terms of actual changes in student numbers and percentage changes calculated from the migrant student enrollment model. (See Table 5) Enrollment changes by age-group are presented according to the fall, spring, and summer program period. The absolute changes in interstate, intrastate, and 5-year migrant students are compiled for the regular and summer programs for the three-year period. The following definitions explain the variables used in the model and presented in Table 5.

SPECIFIC ENROLLMENT CHANGES BY YEAR

	FALL		SPRING		SUMMER		TOTAL	
70/71 - 71/72 NET	- 85	- 3%	+ 22	+ 1%	-122	- 4%	-185	- 2%
d(1-6)	+ 91		+208		-242			
d(7-12)	-190		-244		- 75			
D(K)		-24%		-14%		-23%		
D(E)		+ 4%		+14%		-10%		
D(S)		-21%		-28%		+33%		
	REGULAR				SUMMER			
INTERSTATE	-312	-6%			- 18	+ 2%		
INTRASTATE	+260	+6%			+122	+ 5%		
5-YEAR	- 12	0%			-226	- 7%		
71/72 - 72/73 NET	-858	-33%	-699	-32%	-702	-24%	-2259	-29%
d(1-6)	-633		-638		-632			
d(7-12)	-292		-224		-210			
D(K)		-15%		-15%		- 7%		
D(E)		-29%		-33%		-27%		
D(S)		-40%		-14%		-35%		
	REGULAR				SUMMER			
INTERSTATE	+156	+23%			-274	+ 8%		
INTRASTATE	-1354	-21%			-462	-12%		
5-YEAR	-360	- 2%			+ 35	+ 4%		
72/73 - 73/74 NET	-446	-26%	-557	-38%	-155	- 7%	-1158	-21
d(1-6)	-408		-441		-203			
d(7-12)	-100		-185		- 15			
D(K)		-17%		-30%		- 2%		
D(E)		-29%		-40%		-11%		
D(S)		-18%		-40%		- 9%		
	REGULAR				SUMMER			
INTERSTATE	-449	+7%			- 50	+ 3%		
INTRASTATE	-339	-5%			- 2	+ 1%		
5-YEAR	-214	-2%			-104	- 4%		

TABLE 5

NET	The net change in student enrollment count by actual numbers and percentages.
d(1-6)	The actual gain or loss of migrant students for the elementary age group (grade 1-6) from one year to the next.
d(7-12)	The gain or loss of migrant students for the secondary age group obtained from the initial year's count minus the calculated rate of loss from one year to the next.
D(K)	Actual percentage change in kindergarten enrollment from one year to the next.
D(E)	Actual percentage change in elementary enrollment (grade 1-6).
D(S)	Actual percentage change in secondary enrollment (grade 7-12).
INTERSTATE	Actual change in the numbers* and percentages* of interstate children for the regular and summer program from one year to the next.
INTRASTATE	Actual change in the numbers and percentages of intrastate children.
5-YEAR	Actual change in the numbers and percentages of 5-year children.

*Changes in the numbers of students represented the absolute changes in the number of students from one year to the next where percentages represent the relative changes in percentages of interstate, intrastate, and 5-year (i.e. 43% interstate students in 1971 changing to 37% interstate in 1972 is represented by a -6% change). With this definition, absolute changes may be quite different than percentage changes depending on the change in total enrollment between the two years in question.

70/71 - 71/72

The net loss between 70/71 and 71/72 program years amounted to only 185 students, or -2% change in enrollment. For the regular program, kindergarten enrollment increased while elementary and secondary lost students. On the other hand, the number of kindergarten and elementary students decreased from one year to the next for the summer programs, while the number of secondary students increased substantially (+33%). For the same two year period, the number of interstate and 5-year students decreased, while the number of intrastate students actually increased.

71/72 - 72/73

The net loss of students between 71/72 and 72/73 amounted to -2259 students or-29%. The greatest percentage loss of students occurred in the secondary age group for the fall program while the greatest loss for the spring term was experienced in the elementary age group. The summer program exhibited substantial losses in the elementary and secondary age group with a much smaller loss in the kindergarten. The changes in the types of students enrolled is particularly interesting. For the regular program, the number of interstate students actually increased by 156 in face of the net loss of -1557 students. Intrastate and 5-year students decreased by -1354 and -360 students, respectively. For the summer program, almost the reverse was true, interstate students decreased -274, intrastate decreased -462, and 5-year student count actually increased +35 from one year to the next.

72/73 - 73/74

Again, the Migrant Education Program suffered a net loss of students of -1,158 or-21%. The greatest loss of students was from the elementary age group for all three program periods. The summer program experienced the smallest loss amounting to only a -7% change or -155 students. The rate or percentage loss in students between the two summers was largest for the elementary grades while the secondary age group lost very few students. The number of interstate students decreased almost proportionally for the regular program but remained fairly constant for the summer sessions. 5-year migrants decreased proportionally for both the regular and summer programs.

Although the migrant student enrollment model and analyses were new and must be further refined, tested, and validated, some interesting observations of student enrollment trends can be presented for discussion. Over the four year period from 1970-71 thru 1973-74, the proportion of interstate students steadily increased from 43% to 67% for the regular programs and from 63% to 76% during the summer programs. The regular program for 1971-72, however, experienced a disproportional decrease in interstate enrollment to a low of 37%. The proportion of intrastate students steadily decreased over the same period from 38% to 18% for the regular programs and from 22% to 16% for the summer programs. Again, the 1971-72 program year exhibited a disproportional increase in enrollment of 44% for the regular program and a 27% during the summer. The proportion of 5-year students decreased somewhat from 19% to 15% for the regular program and from 15% to 8% for the summer. Beginning with the program year 1970-71, student enrollment decreased rapidly for the intermediate and secondary age groups during 1971-72 and 1972-73. Primary students, particularly grade 1, actually increased when the total enrollment decreased. In the 1973-74 program, however, student enrollment had decreased significantly for the 3rd, 4th, and 5th grades while primary and secondary decreased only slightly. A greater proportion of secondary students was observed attending the migrant program.

ATTENDANCE

The 1973-74 Colorado Migrant Education Program provided continuous

90-day programs in each of the fall and spring terms in each local area. This program offering is up by an average of two days in the fall and four days in the spring over the 1972-73 program year. The average length of all summer programs was 40.9 days, up an average of one day over 1972-73. The majority of summer programs ran for approximately 40 days with three local programs over 50 days and three programs less than 30 days.

Migrant student attendance data was collected by local staff and reported as aggregate days attendance for each program period. The average number of days attended per student was 50.9 days for the fall term and 57.1 days for the spring, a decrease of approximately 14% from the 63.0 days per semester reported in 1972-73. The number of days attendance per student for the 1973-74 summer program averaged to 24.4 days, a slight decrease from the 25.1 days reported the previous year.

Large significant variations in the average student attendance was observed between many local programs and regions of the state. Table 6 presents student attendance data by regions for the 1973-74 fall, spring, and summer programs. From data reported by local directors on the number of days in attendance for each student, the precentage of students attending a program less than 25%, from 25 to 50%, from 50 to 75%, and more than 75% were calculated for each term and region.

During the 1973-74 fall term, attendance was exceptionally high in the Northeast and San Luis Valley regions with average

STUDENT ATTENDANCE DATA

REGION	FALL	SPRING	SUMMER
NORTHCENTRAL			
Ave. No. Days Attendance	51.2 days	55.5 days	24.5 days
25%	19% students	12% students	20% students
25-50%	31	24	18
50-75%	25	28	13
75-100%	24	35	50
NORTHEAST			
Ave. No. Days Attendance	76.5 days	86.0 days	23.2 days
25%	24% students	17% students	23% students
25-50%	47	9	25
50-75%	14	4	29
75-100%	14	83	33
ARKANSAS VALLEY			
Ave. No. Days Attendance	46.8 days	52.4 days	23.6 days
25%	20% students	17% students	23% students
25-50%	28	31	30
50-75%	23	27	24
75-100%	29	25	22
SAN LUIS VALLEY			
Ave. No. Days Attendance	73.7 days	73.7 days	25.3 days
25%	0% students	0% students	
25-50%	0	0	
50-75%	26	26	
75-100%	74	74	
WESTERN SLOPE			
Ave. No. Days Attendance	42.1 days	66.1 days	16.1 days
25%	30% students	14% students	
25-50%	30	7	
50-75%	15	14	
75-100%	25	64	
STATE TOTALS			
Ave. No. Days	50.9 days	57.1 days	24.4 days

TABLE 6

attendance per student of 76.5 and 73.7 days, respectively. Students in the Western Slope region attended only 42.1 days on the average with 60% of the total number attending less than half the fall term. During the spring, with fewer students, attendance in the Northeast and San Luis Valley was again high amounting to a near perfect average attendance of 86.0 days and 73.7 days, respectively. Low attendance was reported for the Arkansas Valley with a modest average of 52.4 days. Average daily attendance per student increased in the spring term for all regions except the San Luis Valley where it was the same, for the fall and spring terms. Comparing average attendance between regions for the summer term may be somewhat misleading because different locations conducted different length programs. As a majority of local summer programs were approximately 40 days duration, we normalized the reported average attendance per student to a standard 40-day length for all summer programs. Students in the San Luis Valley recorded a record high of 25.3 days where the Western Slope programs averaged only 16.1 days (normalized) per student.

With migrant student classification information available for each region, we performed a simple functional analysis of student attendance and type of student data. We observed no definite relationships between student attendance and the type of student, although the question merits further study. All attendance data reported by the project directors were not collected under controlled conditions and not validated. The program evaluator interviewed several project directors on-site and reviewed some attendance data. For the limited number of programs visited, individual student absenteeism did not appear to follow any definite pattern. Larger group attendance data, both local and regional, show definite differences as well as similar characteristics. A greater percentage of migrant students attended the spring program for a longer time than during the fall period. Attendance patterns were strongly influenced by a large exodus of migrant students after the first or second month of the fall term when the first freeze occurred and agricultural work dropped radically. In a similar but opposite movement, a number of migrant students were observed entering the program when agricultural work began to pick up in the early spring but well after the spring term had begun.

Attendance patterns of migrant students are extremely complex and depend on the characteristics of each individual child, the length of time he is in any given area, the availability of a local program, and the quality or "attractiveness" of the particular local program and services. Before we can better understand student attendance patterns on a large scale, we must better understand the factors that influence student attendance and their interrelationships. To complicate the issue, we must continually ask the question whether to provide quality programs first and attract the migrant students or to identify the students first and then provide the programs. This distinction between perspectives of the migrant program is subtle and not always clear cut but it is real in matters of degree and presents a major challenge to program planning and organization.

STUDENT CHARACTERISTICS, NEEDS AND ACHIEVEMENT

In regard to the Migrant Program in Colorado, there has been very little information available on the migrant student's characteristics, his particular needs, aptitudes, and how or what he achieved as a result of the educational program. Local program directors, traditionally, have reported student data based teacher observations, anecdotal reports, check-lists, and even "educated guesses" without design or control for objectivity and validity. There have been isolated cases where local programs have used a norm- or criterion- referenced testing program for placement and measuring student gains but they are few and often faced with extra problems because of the inappropriateness of standard tests for evaluating migrant students. Only in some of the support programs, particularly health and dental care, have results been quantifiable for evaluating the program's impact on migrant students.

Lacking adequate data from all Colorado Migrant Education Programs, we have brought together a wide-range of local, state, and national findings and observations to construct a rough picture of some of the more important characteristics and needs of the migrant student in general.

1. Migrant students are below their peers in academic achievement level.
2. Migrant students fall most markedly behind in both achievement level and grade level in the third and fourth grades.
3. Most migrant students drop out of school before the ninth grade.
4. Most migrant students enrolled in migrant education programs are in the preschool and elementary grades.
5. Over two-thirds of all migrant students in Colorado were reported as having Spanish or Indian as their primary language and approximately one out of ten students speak little or no English.
6. Most migrant students and parents have positive attitudes toward education and the migrant education program in general.
7. In isolated examples where data is available, some migrant students have exhibited equal or greater than normal gains in reading and math.
8. Most migrant students need to build a greater self-image and identity with their culture and the broader society.
9. Migrant students need a continuing and comprehensive health and dental care program.
10. All migrant students are due the full rights afforded to other children and equal opportunities for a quality education.

Again this year, most local programs were without any organized and systematic placement procedures but depended on teacher observations, ages, oral and written tests, parent reports and standardized achievement tests. Fourteen summer programs reported using PIRAMID criterion-referenced testing for reading and math although there is some question about its general use for placement purposes. A majority of the local programs were using PIRAMID for the first time in 1973-74, and their efforts were somewhat limited to learning about the instruments and procedures where full implementation and use of PIRAMID is expected after some experience. The few local programs in their second year of using PIRAMID were more effectively testing and identifying their student's particular needs in reading and math and prescribing learning experiences based on the deficits identified through the testing. The increasing study and use of PIRAMID is indicative of a new emphasis and effort on the part of many program staff to improve their programs for migrant students through better evaluation, placement, and prescription methods. In a survey to evaluate PIRAMID as a teaching aid, teachers from six summer programs returned questionnaires. Overall 22 teachers found PIRAMID was excellent or good as a general teaching aid, while another 14 reported average or poor. A large majority reported that the testing time was too long while the same large number reported that the test materials were well done or adequate. Thirty-four out of a total thirty-six teachers reported that the information gained from the PIRAMID was valuable or fairly valuable while the remaining two teachers reported that the information gained from PIRAMID was not that important. Twenty-two teachers out of thirty-one said that PIRAMID was better than the former testing program. The biggest and most frequently mentioned problem in implementing PIRAMID was the amount of time and paper work required. Student achievement, what and how migrant students learned as a result of the migrant education program, is not well known except maybe at the individual classroom level. A general description and discussion of student achievements and behaviors are presented in a later chapter.

PROGRAM ORGANIZATION AND DESCRIPTION

The Colorado Migrant Education Program is responsible for identifying and meeting the specific educational and related needs of all migrant children in the State. Colorado is primarily a receiving state with over 70 percent of its migrant youth population being interstate. The largest numbers and concentration of migrants occur throughout the summer and early fall during peak agricultural activities. Another smaller influx of migrant students occurs in the late spring with the start of the agricultural season.

In providing comprehensive services to meet the unique needs of migrant students, Colorado has organized and operated its migrant educational program around the following basic program aspects:

1. Conducting a year-round, state-wide migrant student identification and recruitment effort,
2. Providing a full, intensive and comprehensive educational program for all migrant students during the summer months,
3. Helping the local educational agencies plan and operate their programs with respect to migrant students and supplement local programs to better serve the unique needs of the migrants,
4. Coordinating and cooperating with other state and local agencies in providing the needed educational and related services.

NORTHCENTRAL REGION

PROGRAM	CENTER	FALL PROGRAM	SPRING PROGRAM	SUMMER PROGRAM	SUMMER DAY CARE	HEALTH
ADAMS 27J	Brighton	▲	▲	▲	▲	▲
BOULDER Re1J	Longmont			▲	▲	▲
LARIMER R-1	Ft. Collins	▲	▲	▲	▲	▲
WELD Re-4	Windsor	▲	▲			
WELD Re-6	Greeley	▲	▲	▲	▲	▲
WELD BOCS	Gilcrest	▲	▲	▲		▲
	Eaton					
	Keenesburg					
	Kersey					
	Ft. Lupton				▲	▲
	Ault				▲	▲

The Northcentral region of the State contained the largest number of migrant students with a 1973-74 enrollment of 616 Fall, 494 Spring, and 938 Summer students. 183 migrant children, ages 1-4, attended summer Day-Care programs in the region. The regional field representatives with the Identification and Recruitment Project visited 98 schools and 257 farms, ranches and food processing plants, and identified 147 migrant children. Local project directors and family contact persons estimate there are another 488 children (of which about 45% are in the 12-17 age group) not enrolled in any of the programs.

The Northcentral region covers a fourteen county area of the State, although the migrant programs were confined to the four counties - Larimer, Boulder, Adams and Weld. Six formal migrant education programs were operated at eleven different centers in the region.

Three local school districts and one board of cooperative services conducted formal educational programs during each of the fall, spring, and summer terms. The Boulder Re-1 School District offered a formal summer program and absorbed a few migrant students remaining after the summer into their regular school program. The Weld County Re-4 School District conducted a fall and spring program to supplement their own local program but did not conduct a summer program. The migrant children residing in the Weld County Re-4 District during the summer season were bused to the nearest summer migrant program in Greeley or Fort Collins in order to concentrate the programs and provide more comprehensive and intensive services. Six Day-Care centers were operated by the Colorado Migrant Council during the summer with Brighton, Greeley, and Ault funded by Title I, Migrant and Fort Collins, Fort Lupton, and Longmont centers funded under Colorado Migrant Council. A comprehensive health-dental screening, care, and education program was conducted during the summer at seven centers, each staffed with a full-time nurse.

NORTHEAST REGION

PROGRAM	CENTER	FALL PROGRAM	SPRING PROGRAM	SUMMER PROGRAM	SUMMER DAY CARE	HEALTH
LOGAN Re-1	Sterling			▲	▲	
SEDGWICK Re-3	Ovid			▲		
EASTCENTRAL BOCS	Burlington	▲	▲	▲	▲	▲
NORTHEAST BOCS	Holyoke			▲	▲	▲
	Yuma					▲
	Wray					
SOUTHPLATTE BOCS	Brush					
	Fort Morgan			▲	▲	▲
	Weldona					
	Wiggins					

Enrollment in the Northeast Region was relatively heavy in the summer program with 588 migrant students. Only a small fraction (approximately 10%) of the summer population was enrolled in the regular school program, with 79 Fall and 52 Spring students. Four Day-Care programs were offered in the region. The regional field representatives of the Identification and Recruitment Project visited 51 schools and 189 farms, ranches and food processing plants and identified 30 migrant children in districts not being served through the Colorado Migrant Education Programs. Local project directors and family contact persons estimate there were another 58 pre-school age and 224 school-age children not enrolled in any of the programs.

The Northeast region covers a thirteen-county area of the state in which migrant programs were concentrated primarily in six counties - Morgan, Logan, Sedgwick, Phillips, Yuma, and Kit Carson. The migrant program at Burlington in Kit Carson County is near the border of Kansas where increased movement of the migrant population is continually taking place across the border. Five formal migrant education programs were operated by two school districts and three boards of cooperative services in ten different centers across the region. Only one local agency, the East-central BOCS, conducted a fall and spring program for migrant students. Directors of the four local agencies not conducting migrant programs during the regular year explain that only 5-year migrant children could be identified as residing in their districts during the regular term and sufficient numbers of inter- and intra-state children could not be recruited to merit a formal program. Instead the inter- and intra-state migrant children were absorbed into each school district's regular educational program.

All five local agencies in the region conducted formal migrant education programs during the summer months. The length of each summer program ranged from 28 to 40 days with all programs beginning middle or late June. Average attendance for each migrant student was 22.4 days for the region. Four Day-Care Programs were operated by the Colorado Migrant Council for pre-school migrant children at the Fort Morgan, Sterling, Holyoke, and Burlington centers. Only the Fort Morgan program was funded by Title I, Migrant Education.

ARKANSAS VALLEY REGION

PROGRAM	CENTER	FALL PROGRAM	SPRING PROGRAM	SUMMER PROGRAM	SUMMER DAY CARE	HEALTH
PROWERS R-1	Granada	▲	▲	▲		▲
PROWERS R-3	Holly	▲	▲			
PUEBLO 70	Pueblo			▲		▲
ARKANSAS BOCS	Las Animas	▲	▲	▲		▲
	Ordway					
	La Junta					▲
	Rocky Ford				▲	▲
	Manzanola					▲
	Fowler					
	Swink					
SOUTHEAST BOCS	Walsh	▲	▲			
	McClave					
	Lamar				▲	
	Wiley					

Migrant student enrollment in the Arkansas Valley Region was relatively heavy in the fall and spring terms with 496 and 328 students, respectively. Summer enrollment in the Valley was 329 migrant students, not the large increase experienced by other regions of the State. Total enrollment in the Region was 1,153 students, or 27% of the total and second highest for the State. Two Day-Care Programs were conducted at Rocky Ford and Lamar, the one at Rocky Ford being funded under Title I, Migrant Education with 110 pre-school children, and the other at Lamar funded under Colorado Migrant Council with 43 children.

The regional field representatives with the Identification and Recruitment Project visited 74 schools and 143 farms, ranches, and food processing plants where they identified 41 migrant children residing in districts where there was no migrant education programs. Local program directors and family contact persons estimate there were another 308 pre-school and 333 school-age migrant children not enrolled in any of the programs.

The Arkansas Valley Region covers an eleven county area of the State where migrant education programs were concentrated in the six counties - Pueblo, Crowley, Otero, Bent, Prowers, and Baca. Five programs were operated by three local school districts and two boards of cooperative services in fourteen different centers across the region. Four agencies conducted migrant programs with their regular educational programs in the fall and spring term. The large fall enrollment of 496 students made up 39 percent of total yearly enrollment for the region while the 328 spring enrollment made up another 36 percent of the total.

Three local agencies conducted a summer migrant program - Prowers R-1, Pueblo 70, and the Arkansas Valley BOCS. The migrant children, residing in areas covered by the Prowers R-3 and Southeast BOCS districts, were bused to one of the nearest summer programs in order to concentrate the programs and better provide comprehensive and diverse services. The length of summer programs ranges from 40 to 50 days, each beginning in June.

SAN LUIS VALLEY REGION

PROGRAM	CENTER	FALL PROGRAM	SPRING PROGRAM	SUMMER PROGRAM	SUMMER DAY CARE	HEALTH
ALAMOSA Re 11J	Alamosa			▲	▲	▲
CONEJOS Re 10	Antonito	▲	▲			
COSTILLO Re 30	Blanca			▲	▲	▲
SAGUACHE 26 Jt	Center			▲	▲	▲

Migrant student enrollment in the San Luis Valley Region was small with 23 Fall and 23 Spring students at one center. The summer program experienced a large increase to 172 students for the region. Full year enrollment was 218 migrant students, or 5 percent of the state totals. Three Day-Care Programs were conducted serving a total of 46 pre-school children. The regional field representatives from the Identification and Recruitment Project visited 58 schools and 59 farms, ranches and food processing plants in which they identified 77 additional migrant children residing in areas with no migrant programs. The local program directors and family contact persons estimate there were another 15 pre-school and 93 school-age migrant children not enrolled in any of the programs.

The San Luis Valley Region is located in the Southcentral part of the State covering a six county area. Migrant programs are concentrated primarily in the four counties - Alamosa, Conejos, Costilla, and Saguache. Four local school districts conducted migrant programs in the region at four different centers.

Only one local school district, Conejos Re 10, conducted a migrant program to supplement their regular educational program during the fall and spring terms. According to the local program director, there were not sufficient inter- or intra-state migrant children to merit a summer program in Conejos Re 10 school district. Summer education programs were conducted in the remaining three districts located at Alamosa, Blanca, and Center. Length of the summer programs ranged from 40 to 50 days, each beginning in mid or late June and extending into August. Day-Care Programs were operated by the Colorado Migrant Council at the three summer program centers, serving pre-school-age children. The Alamosa Day-Care Center was funded under Title I, Migrant Education while the Blanca and Center programs were funded through the Colorado Migrant Council. A comprehensive health and dental screening, care, and education program was operated by the Department of Health during the summer session at all three centers, each of which was staffed by a full-time nurse.

WESTERN SLOPE REGION

PROGRAM	CENTER	FALL PROGRAM	SPRING PROGRAM	SUMMER PROGRAM	SUMMER DAY CARE	HEALTH
DELTA 50 J	Delta	▲	▲	▲	▲	▲
MESA 51	Grant Junction			▲	▲	▲

Migrant student enrollment in the Western Slope Region was small with 56 Fall and only 14 Spring students at one program during the regular school year. Summer enrollment at two centers amounted to 89 students. Total enrollment for the year was 159 students, or 4 percent of the state totals. The regional field representatives from the Identification and Recruitment Project visited 87 schools and 149 farms, ranches, and food processing plants in which they identified 234 migrant children residing primarily in a three county area of the region - Mesa, Delta, and Montrose counties. The local program directors and family contact persons estimate there were another 37 school-age migrant children not enrolled in any of the programs.

The Western Slope Region covers a large part of the State and includes twenty-one counties. Migrant programs are concentrated primarily in only three of the counties - Mesa, Delta, and Montrose. Two local school districts conduct migrant education programs at two centers in the region. Delta school district conducted both a regular and summer program while Mesa school district operated only a summer program. The length of summer programs were 40 and 42 days. Two Day-Care Programs were conducted at Delta and Fruita, both funded under Colorado Migrant Council. A comprehensive health and dental screening, care, and education program was operated by the Department of Health during the summer session at both centers, each of which was staffed by a full-time nurse.

FALL-SPRING PROGRAM DESCRIPTION

Local educational agencies conducted migrant programs during the fall and spring terms for the primary purpose of supplementing their own educational programs to better meet the special needs of migrant children enrolled in their schools. Nine local school districts and three boards of cooperative services operated regular-term migrant programs serving a total 1270 Fall and 911 Spring migrant students across the State.

Providing migrant students with specialized and expanded opportunities to improve their communication skills was a major emphasis of the programs. Bilingual and bicultural approaches were stressed in most programs. In the communication skills - bilingual area, local program directors reported special programs that were offered and approximate numbers of migrant students taking part. In the table below, we indicate the number of local programs offering a particular subject compared to the total number of regular term programs in operation in each region.

SUBJECT EMPHASIS FOR THE REGULAR SCHOOL SUPPLEMENTARY PROGRAM

SUBJECT	NORTHCENTRAL	NORTHEAST	ARKANSAS	SAN LUIS	WEST SLOPE	STATE TOTAL
English Language Arts	2-5	1-1	4-4	1-1	1-1	9-12
English Second Language	3-5	0-1	3-4	1-1	0-1	7-12
Reading	5-5	1-1	4-4	1-1	1-1	12-12
Oral Language Develop.	4-5	1-1	3-4	1-1	1-1	10-12
Bilingual	4-5	1-1	2-4	1-1	1-1	9-12

In this illustration, we can see the greatest emphasis is in reading, at least in terms of the number of local programs offering an organized reading program. All twelve programs conducted some type of reading program during the regular school year while only seven out of twelve offered English as a Second Language. Each of nine local programs across the State conducted an organized bilingual program serving approximately 282 and 249 bilingual students during the Fall and Spring terms, respectively. The numbers of bilingual students formally enrolled in one of the organized bilingual programs represents 52 and 60 percent of the estimated total numbers of bilingual students (students whose primary language is not English). The regular term bilingual programs were designed primarily for enrichment and improving comprehension skills. Sixty-two Fall and thirty-four Spring migrant students were instructed from a non-English speaking focus.

Another focus of the migrant program for the regular school year was the major academic subjects - English Language Arts, reading, mathematics, natural science, and social studies. From reports of the local migrant program directors, the following table illustrates the numbers of local programs offering supplementary instruction and/or services in each of the five academic areas compared to the total number of migrant programs operating during the regular school years.

SUBJECT EMPHASIS FOR THE REGULAR SCHOOL SUPPLEMENTARY PROGRAM

SUBJECT	NORTHCENTRAL	NORTHEAST	ARKANSAS	SAN LUIS	WEST SLOPE	STATE TOTAL
English Language Arts	2-5	1-1	4-4	1-1	1-1	9-12
Reading	5-5	1-1	4-4	1-1	1-1	12-12
Mathematics	4-5	0-1	4-4	1-1	1-1	9-12
Science	1-5	0-1	4-4	1-1	1-1	6-12
Social Studies	1-5	0-1	4-4	1-1	1-1	7-12

In the academic areas, English language arts, reading, and math were programs most frequently supplemented during the regular school year. Special reading instruction, as discussed earlier, was offered in all twelve regular term migrant programs. A supplementary program in math was offered in only nine out of a total twelve local programs during the same period. Special program offerings in natural science and social studies were reported by about half of the local migrant programs. Academic areas were reported most frequently in the Arkansas Valley, San Luis Valley, and Western Slope Regions for the regular school year term. This type of simple tabulation of supplementary program offerings must be viewed as tentative and only indicative of program emphasis or possible omissions. Different definitions, criteria, and reporting techniques of local program directors vary considerably so that any comparisons must be made with caution. Nevertheless, certain program emphases and omissions may indicate needed program improvements. In mathematics, for example, not all local agencies provided an organized supplementary math program for the migrant students during the regular year. In math aptitude and skills, however, several local testing programs showed migrant students scored at relative low achievement levels. One program found that 81 percent of their migrant students scored lower on math than reading on the PIRAMID testing. Now the apparent lack of emphasis on math in certain programs across the State may indicate local shortcomings of these programs to meet the special needs of all migrant students and may be one area to look for improvement.

Supplementary programs in the career - vocational area were offered migrant students in only a few local programs during the regular school year. Less than half of the migrant programs offered supplementary activities in home economics, shop, vocational and career education, work-study programs and counseling activities. A few isolated programs across the State reported supplementary activities in physical education, swimming, recreation, and outdoor education during the regular term. Only three local programs reported offering special education and five offered special psychological services in addition to whatever the local school offered as part of their regular program.

Because the migrant program for the regular school year was intended primarily to supplement the local school district's educational program, we cannot assess how comprehensive or appropriate the combined regular and migrant programs were for migrant students until we know more about the LEA. In some areas there were probably large gaps in the educational program between what was needed and what actually was provided. Overall, we strongly suspect there were large differences between local programs across the State in the intent and program offerings actually provided the migrant student population. With very little objective data available on either the regular or supplementary migrant programs, the question still remains of how comprehensive and appropriate was each local educational program in meeting the needs of the migrant students.

Integration of the Fall and Spring Migrant Program with the LEA's regular educational program is very important but difficult to assess. The local program must identify the migrant child, diagnose his particular needs, and provide a comprehensive and appropriate educational program, all within an equal and integrated environment. Special services and program offerings designed to meet the unique needs of the migrant student appear to differ in both scope and depth from one local program to another. For the first time, at least two local programs, Costilla Re-10 and Weld County 6, began to use PIRAMID during the regular school year for pretesting and placing migrant children, to better prescribe the appropriate instruction, and to provide more continuity between summer and fall programs. Since all LEAs in Colorado experience a great deal of local autonomy, how well the migrant program is integrated with the local educational program depended a great deal on the initiative and dedication of the LEA's staff to educating the migrant student. Local staff and community attitudes toward the migrant child may be one indication of how well the migrant program was integrated into the regular program. According to reports from several local program directors, there were examples of specific to general apathy towards migrants, which must be overcome to be able to provide a truly integrated program.

SUMMER PROGRAMS

The basic purpose of the Colorado Migrant Education Summer Program was to provide comprehensive and intensive educational programs for all migrant children residing in Colorado during the summer months. A total of eighteen programs were conducted at twenty-four centers across the state serving 2,116 migrant students. Thirteen local school districts and five boards of cooperative services operated the eighteen programs. Each center ran full-day, 5-day per week programs with several centers offering an evening program. Length of the summer programs ranged from 20 to 56 days with a state-wide average of 40.2 days. Summer Day-Care programs were operated by the Colorado Migrant Council in seventeen of the centers serving an estimated 893 pre-school migrant children. Seven of the Day-Care Centers were funded under Title I. A comprehensive health screening, care, and educational program was conducted during the summer session by the Colorado Department of Health at twenty-two of the centers reaching approximately 1,886 migrant students. Dental examinations, care, and education services also were provided in all twenty-four centers during the summer serving a total of 1,703 migrant students.

Day Care Programs of approximately eight weeks duration were operated by the Colorado Migrant Council for migrant preschool children (ages 1-4 years). Six local centers at Ault, Brighton, Fort Morgan, Greeley, Rocky Ford, and Alamosa were funded under Title I, Migrant Education, serving a total of 400 children. Eleven summer programs at Fort Collins, Fort Lupton, Holyoke, Longmont, Sterling, Burlington, Lamar, Blanca, Center, Delta and Fruita were funded under the Colorado Migrant Council and served another 441 infants, toddlers, and Head Start children. A broad range of activities were planned and scheduled for the Day Care Program which included:

a) Physical development and muscle coordination

b) Preschool education, including nutrition and health; vocabulary; concepts of color, senses, forms, figures, numbers, language

c) Affective education

d) Behavioral modification, reinforcement of desired behaviors

e) Parental involvement including home visitation and Parent Advisory Committee activities

f) Evaluation, monitoring, and reporting

g) Follow-up

Each Day Care Center funded under Title I, Migrant Education was staffed with a center coordinator, a Head Start, toddler, and nursery teacher, one teacher aide for each age group, a parent coordinator, a nurse and bus aides. Almost all center staff were bilingual with the exception of the nurses and one or more teacher aides. Out of a total 400 preschool children attending the Day Care Centers funded under Title I, 305 were given medical examinations where 214 of those examined were given follow-up care. Two-hundred and four migrant preschoolers were given dental checkups where 40 were given follow-up dental care. For the six Title I funded centers, parent coordinators, teachers, and other staff members made a total of 397 home visitations throughout the summer session.

The Summer Migrant Education Program was designed to provide an intensive and comprehensive program for all migrant children in the state. One major focus of the summer program was to help each student build a feeling of self-confidence and improve the communication skills from both an English and Spanish orientation. Almost all local programs conducted organized activities for improving the migrant child's skills in English language arts, oral language development, English as a second language, and reading.

The following table indicates the number of local programs offering formal instruction in each of five subject areas compared to the total number of programs for each region.

SUBJECT OFFERINGS FOR THE MIGRANT SUMMER SCHOOL

SUBJECT	NORTHCENTRAL	NORTHEAST	ARKANSAS	SAN LUIS	WESTERN SLOPE	STATE TOTAL
English Language Arts	5-5	5-5	3-3	3-3	2-2	18-18
Oral Language Develop.	5-5	5-5	2-3	3-3	2-2	17-18
English Second Language	5-5	3-5	3-3	2-3	1-2	14-18
Reading	5-5	5-5	3-3	3-3	2-2	18-18
Bilingual	5-5	4-5	2-3	2-3	2-2	15-18

Overall, there appears to be fairly wide-spread coverage of language or communication programs across the State. Any significant differences would be found in a local program's orientation, emphasis, and approach to building language skills, particularly whether the approach is from a purely English speaking or a bilingual basis. The omission of specific programs, particularly English as a second language and bilingual education, in certain local programs in the Northeast correlates well with the region's high bilingual student per bilingual teacher ratios (i.e., the relatively few bilingual teachers employed in the region's programs).

Fifteen out of a total eighteen summer migrant programs reported offering an organized bilingual program. The special bilingual programs reportedly served 1,297 migrant students which represents 73 percent of the total bilingual student enrollment during the summer session. Programs in the Arkansas Valley reported serving 96 percent of their identified bilingual population while the Western Slope Region's programs reached only 40 percent of its bilingual students. Programs in the Northcentral, Northeast, and San Luis Valley reported serving 67, 79, and 58 percent of their bilingual student populations, respectively. The greatest emphasis of the summer bilingual programs was enrichment and improving comprehension skills while a significant number of migrant students, 364, were instructed from a non-English speaking basis.

The major academic subjects - English language arts, reading, math, natural science, and social studies - were an integral part of most summer programs. The numbers of local programs offering specific activities and instruction in each subject area compared to the total numbers of summer programs are illustrated below -

SUBJECT OFFERINGS FOR THE MIGRANT SUMMER SCHOOL

SUBJECT	NORTHCENTRAL	NORTHEAST	ARKANSAS	SAN LUIS	WESTERN SLOPE	STATE TOTAL
English Language Arts	5-5	5-5	3-3	3-3	2-2	18-18
Reading	5-5	5-5	3-3	3-3	2-2	18-18
Math	5-5	5-5	3-3	2-3	1-2	15-18
Science	4-5	3-5	3-3	2-3	0-2	12-18
Social Studies	4-5	5-5	2-3	1-3	1-2	13-18

Instruction in language arts and reading was offered in all eighteen summer programs across the State. As there was no recommended standard approach for reading, each local program provided their own particular approach and sets of materials. Many local programs were highly individualized and used a variety of materials, learning kits, reading devices and labs, and other situations to teach reading. A majority of programs acquired bilingual materials and inservice in bilingual education which they used in teaching the basic skills. Math instruction, on the other hand, was offered in only fifteen out of eighteen programs. Natural science and social studies were taught in twelve and thirteen local programs, respectively. Most summer programs and classroom instruction were individualized to some degree because of the wide ranges of ages and aptitudes the migrant students brought to the programs. PIRAMID was used for math and reading in fourteen summer programs. Using the PIRAMID objectives and criterion-referenced test information, many teachers organized their classroom time and instruction toward helping the students overcome their particular deficits in reading and math and not necessarily sticking to a more traditional grade-level program and sequence. But where most local programs seemed to emphasize training in the academic subjects and developing basic skills, at least one other program seemed to base its summer sessions more toward recreation and expanding the migrant's experiences with development of the basic skills almost a by-product. This, sometimes subtle, distinction between a local program's orientation and emphasis is not always obvious from local evaluation reports of program offerings.

The need for each local program to stress academics has become a key policy issue for migrant education. One explanation for stressing recreation and interest-oriented activities in summer migrant programs stems from a perception that migrant children attend regular school programs in their home states, they are achieving at or near grade level, and a heavy academic-oriented summer program would turn off many of the summer migrant students. This argument has not been substantiated at either the local or state level. The summer migrant program must be planned and organized primarily to meet the unique needs of the migrant students and the obvious needs today appear to be in the basic skills and academic areas.

Over the past few years, there has been a growing interest in providing migrant students with career and vocational education programs especially helping older students explore different career opportunities and learn special vocational skills. Home economics, shop, vocational programs, work-study, career education, and counseling activities were provided migrant students at different centers during the summer session. The numbers of local agencies reporting program offerings in each career-vocational area are presented in the following table -

SUBJECT OFFERINGS FOR THE MIGRANT SUMMER SCHOOL

SUBJECT	NORTHCENTRAL	NORTHEAST	ARKANSAS	SAN LUIS	WESTERN SLOPE	STATE TOTAL
Home Economics	5-5	4-5	3-3	2-3	0-2	14-18
Shop	3-5	3-5	1-3	0-3	0-2	7-18
Vocational Programs	4-5	0-5	1-3	0-3	0-2	5-18
Work-Study	3-5	1-5	0-3	0-3	0-2	4-18
Career Education	4-5	2-5	2-3	1-3	1-2	10-18
Counseling	4-5	2-5	2-3	1-3	1-3	10-18

The major thrust of career-vocational programs was found in the three most populated regions - Northcentral, Northeast, and Arkansas Valley. Home economics was offered more frequently by local programs than any other vocational subject. A total of nine special home economic teachers were employed during the summer program. Shop and industrial arts classes were offered in about half the local programs and often made a regular part of the daily classroom schedule. Eight special shop and industrial arts teachers were employed during the migrant summer program. Only five out of a total eighteen summer programs provided special training and experiences in one of the many vocational areas. Agriculture, business office machines and practice, auto mechanics, welding, building and construction, and photography are examples of vocational course offerings in the few centers providing vocational education. The Adams County 27J program at Brighton offered a night program in career education serving thirteen older students (grades 8-12).

Larimer County R-1 at Fort Collins also conducted a night program providing auto mechanics for fifteen teenage boys and home economics and business machines for thirty-seven teenage girls. Both program directors reported that their night programs were not as successful as they would have liked primarily because of poor attendance on part of the older students. Nevertheless, both directors indicated a desire to continue and improve their vocational programs for the older students in the coming year. Career education was offered a relatively large number of summer migrant students in the different centers. From on-site observations and local program descriptions, career education activities varied widely in both scope and depth between different local programs. Work-study programs were offered in only four local centers involving a total of 53 summer migrant students. Overall, the career-vocational programs offered during the summer period often appeared to lack comprehensiveness and overall planning. The bulk of career-vocational programs was confined to a few local centers, primarily in the Northcentral Region and one or two programs in the Northeast and Arkansas Valley Regions. There were several isolated examples of a local program's commitment and attempts to provide their students with meaningful programs. Because migrant education programs are almost exclusively located in rural areas and small towns away from the large industrial centers, local programs often do not have a wide-variety of local resources to draw upon in providing career education experiences and work-study programs.

Art, music, arts and crafts, and a wide-variety of cultural enrichment activities were offered in most centers during the summer session. In many of the art, music, and home economic classes, the Spanish and Mexican culture was emphasized from cooking ethnic foods to singing and dancing to Mexican songs. Each local program planned and conducted several field trips during the summer session to such places as the State Capitol, zoos, museums, local historical sites, and other state and recreational parks. Many teachers used the field trip experiences as an integral part of their classroom program - preparing the students with some historical, scientific, and cultural background on the particular field trip and then having students express their experiences in both written and oral communication exercises afterward. The Weld County BOCS introduced a unique new program in music, one specifically designed to attract the interest of the students and improve their skills in math and reading through musical activities. Each music activity and experience was planned and programmed to meet certain objectives on the PIRAMID math and reading objectives continuum.

Physical education, outdoor, and recreational activities were an important part of the summer migrant program. Each local program provided a variety of physical development and education activities including a regular swimming program at all centers except one. Twelve special physical education teachers with one specializing in dance were employed in eight local programs during the summer. Two local programs, the Weld BOCS and Arkansas Valley BOCS, offered organized track and field competition. The Arkansas Valley's Summer Olympic Program was an all day activity involving migrant students from surrounding local programs in team competition. The whole array of organized sports as we know them, generally are not available to the migrant child because of his temporary residence in any one community. The idea of an organized Migrant Student Track and Field Program may be one example for filling this gap and begin to open new areas with which migrant children can identify.

Special and support services, such as special education, psychological services, health and dental care, food services, and transportation are an important and integral part of the summer migrant educational program. Seven local programs indicated they provided some type of psychological services and special education activities. One local program, which may be indicative of a more general or state-wide need, called for expanding its psychological services to include screening, psychological evaluations, classroom observations and consultations with classroom teachers on special learning, behavioral, and discipline problems. The health and dental program provided by the Colorado Department of Health is discussed fully in the following chapters. All eighteen programs provided the necessary food services and transportation to meet the general and uni[illegible] needs of the summer program. Each local program provided breakfast, lunch, and snacks for all migrant students enrolled in the centers. Picnic lunches and dinners were provided students and their parents on many special occasions.

SUCCESSFUL PROGRAMS

Each local program director reported what he felt were the particularly successful components or areas of his migrant education program. These programs or aspects of a program often were innovative and designed to meet a particular and unique need of the migrant students. Some examples of reportedly successful programs include-

- PIRAMID reading and math, including Spanish version
- Spanish reading program
- Music instruction programed to PIRAMID reading and math objectives
- Library services, System 80 remedial reading and math
- English as a Second Language
- Individualized bilingual reading
- Individualized instruction, small group instruction
- Career awareness and guidance
- Vocational program - home construction
- Home economics for 5-8 year-old students and industrial arts for the 6-10 year-old
- Photography
- Special interest classes - student elective
- Swimming program
- Individualization in physical education, movement,.....
- Nutrition education in home economics classes using nutrition consultants
- Home intervention program
- Special night program for older students

New programs and activities, offered for the first time in 1973-74, were often innovative and designed to meet specific needs of the migrant students. Some examples of the types of new programs introduced at different program centers include-

- PIRAMID - English and Spanish
- Bilingual Programs
- Reading Readiness
- Spanish Reading Program
- Navajo Bilingual - Sign Language, Games and Songs
- Individualized Program
- Peer Tutoring
- Remedial Reading and Math
- Diagnostic Testing
- Health and Sex Education
- Occupational Therapy
- Career Education
- Special Education
- Music (PIRAMID)
- Television and Cassette Tapes
- Home Economics and Industrial Arts
- Arts and Crafts
- Track and Field
- Special Teenage Night Program
- Organized Physical Education
- Speech Therapy
- Photography

Overall the major thrust in new program development appears to be in several areas. PIRAMID, special education, career and vocational education, and some bilingual programs were most frequently mentioned by local program directors.

INTERPROGRAM RELATIONSHIPS

Each migrant program utilized materials obtained or developed under Title I programs. Facilities, designated as Title I Schools,were used for the summer migrant program. There were many instances of a regular exchange and use of materials and equipment between the Regular Title I and the summer Migrant Programs. A Title I Student needs assessment helped identify particular needs of many migrant children. Title I specialists in remedial reading, speech, special education, and health served migrant students during the regular school year. Several examples of books and materials purchased under Title II were used in the migrant program. Materials and resources developed under a Title III special education resource center project were used in the migrant program. A Title VII program was involved in developing a bilingual curriculum for the summer migrant program.

COORDINATION WITH OTHER AGENCIES SERVING MIGRANTS

The coordination of services with other agencies included some of the following activities-

1. Assessment of available services currently being provided
2. Coordinate delivery of services
3. Share resources and services
4. Referrals

Some examples of the types and names of different agencies directly associated with the migrant educational program and the services offered include-

- Social Welfare - Food Stamp Program
- Employment Office
- Community Hospital and Health Clinics
- County Legal Services
- Colorado Council of Churches
- Migrant Ministry
- Colorado Migrant Council
- Community Colleges
- Neighborhood Youth Corp
- Colorado Department of Health
- County OEO and Head Start
- Local Industry

PARENT INVOLVEMENT

Migrant young people, parents, and other migrant adults participated directly as staff in the Colorado Migrant Program. Over forty migrant parents and young adults were employed as teacher aides, participating directly in most classroom activities. Another sixty or more parents and young people worked as volunteers to the migrant programs. Overall, the numbers of migrant aides and volunteers showed an increase in 1973-74 over the previous year, representing 22 and 67 percent of the total numbers, respectively. Again, volunteers were heavily involved in learning food preparation and food management, and helped in preparing a variety of menus of ethnic foods as part of the regular meals, special occasions, and home economics classes.

From the reports of local program directors, the purposes for parent involvement were somewhat standard across programs although the effort, methods, and techniques appeared to vary among local programs. While many programs organized special migrant parent advisory committees and conducted regular meetings, other programs reported difficulties in getting parents to attend, and yet others made no mention of a formal parent advisory committee. Migrant Parent Advisory Councils are required by the Colorado Migrant Education Program for all migrant programs operated in the state. Migrant parents may be represented on special Migrant Parent Committees or on subcommittees of District Title I ESEA Parent Advisory Councils. Parent involvement in planning and evaluating the migrant programs generally was less than desired, although several local programs made a concerted effort to communicate and then involve parents through a variety of means, including; regular PAC meetings, parent-teacher conferences, back-to-school nights, home visits, parent questionnaires, interviews and an innovative home-intervention program.

Most programs provided one or more social-entertainment type activities for parents, including; parent night dinners, picnics, fiestas, back-to-school nights, and special programs displaying students' work and performances. A migrant queen contest was held in which several local programs participated and migrant mothers helped with the girl's dresses, hair styling, and general organization and presentation. Coronation of the queen took place at a fund raising dance following the contest.

Two local programs reported results of parent questionnaires designed to survey opinions about the migrant program in general, the teachers, program content and focus, their child's attitudes and progress, and how they as parents want to be involved. Overall, the parent's opinions were favorable, stressed the importance of basic subjects and bilingualism, and did not want to be involved more than they already were. These results must be viewed with caution, however, because they represent only a small sample of parents from the two programs and may not represent the larger population. Although many difficulties were experienced in getting parent opinions or even locating many migrant parents, the need for better parent involvement and two-way communications between parents and program staff is a high priority of program officials for the current and future years.

DISSEMINATION

Materials developed by the Colorado Migrant Education Program are shared with other states through the United States Office of Education, and copies of Colorado publications are mailed to all local programs. The local programs also benefit from materials developed by other states. Worthwhile techniques for teaching migrant children are shared in statewide inservice education meetings and through the Colorado Department of Education publications, such as informational releases and teaching guides.

The Colorado Migrant Education Mobile Units videotaped exemplary activities and shared these with local districts and parents. The Mobile Units had commercial television coverage, and have provided articles which have appeared in newspapers in Colorado and other states.

Local districts produced newsletters and other publications, and these were used to share ideas. Some made up picture story booklets to explain their programs. Most received considerable newspaper coverage in the local areas.

PROGRAM STAFF

TYPE AND EXPERIENCE, BILINGUAL

The total number of all types of program staff was 540 persons in 1973-74, an amount which appears to be well up over the 424 figure reported in 1972-73. Staff members employed during the fall and spring were counted and designated as regular program staff. Another count was made of the total staff employed during the summer term and added to the number of regular program staff to get a total year count. Table 7 presents the numbers of staff employed during the regular term and summer program, respectively. The numbers of different staff members represent an absolute count, irrespective of whether they worked full or part time. Teachers, Educational Aides, Administrators, Family Contact Persons, and Others were reported by local program directors as being employed either full-time, more than half-time, or less than half-time. When we nominally define full time as 1.0 FTE, more than half-time as 0.5 FTE, and less than half-time as 0.25 FTE, we can calculate an actual FTE (Full-Time-Equivalent) for the staff employed. The number of full-time equivalent staff employed during the 1973-74 year was 501.5 FTE as compared to the 549 absolute count.

Comparing the numbers of staff employed from one year to the next may yield some error and uncertainties. Duplicate counting local with migrant staff when both are reported, and count-

PROGRAM STAFF EMPLOYED DURING 1973-74

	REGULAR	SUMMER	TOTAL	BILINGUAL
TEACHERS	9	157	166	50%
TEACHER AIDES	58	121	179	72%
ADMINISTRATORS	7	25	32	31%
FAMILY CONTACT	16	32	48	83%
OTHERS	13	111	124	50%
STAFF TOTALS	103	446	549	59%

501.5 FTE
(Full Time Equiv)

TABLE 7

PROGRAM STAFF EXPERIENCE

	NO PREVIOUS EXPERIENCE	1-2 YEARS EXPERIENCE	3 OR MORE YR EXPERIENCE
TEACHERS	14%	42%	44%
TEACHER AIDES	18%	56%	26%
ADMINISTRATORS	10%	22%	68%
FAMILY CONTACT	14%	26%	60%
STAFF TOTALS	16%	45%	39%

TABLE 8

ing part-time staff differently can lead to gross differences in the total count. For these reasons, we have been careful in analyzing the reported data and guarded in comparing and interpreting yearly employment data. If we use a similar definition of counting employed staff for the 1972-73 data, we find the average number of all staff for the regular term to be 134 and added to 412 staff for the summer program, we get a different total of 546. This value of 546 total staff for 1972-73 is almost identical to the 549 figure reported for the 1973-74 year.

Comparing similar data of employed staff for the last two program years, we find very little significant changes in the numbers of staff employed for each of the major types of program staff. The numbers of teachers and administrators employed in each year was almost identical for both regular and summer programs. More than 20 fewer educational aides were hired in the 1973-74 regular program while an increase of 10 was reported for the summer program. In 1973-74, approximately 4-5 fewer family contact workers were employed during the regular program and 3 more were reported for the summer program. From staff employment data alone, there appears to be a slight shift towards emphasizing the summer program over the regular year program during the 1973-74 program year.

Approximately the same percentage of the total employed staff was bilingual for the 1973-74 year compared to the percentage reported the previous year, or 59% compared to 63% for 1972-73. These similar percentages of bilingual staff represent a substantial increase over the 42% and 38% figures reported in 1971-72, and 1970-71, respectively. The last column in Table 7 illustrates the percentages of bilingual staff in each of the main categories - teachers, educational aides, administrators, family contact person, and others. In each category of staff, the change in percentage of bilingual persons from one year to the next varied less than a few percentage points except in the "others" category which reported a 15 point decrease to 50% for 1973-74. With a fairly constant and sometimes balanced number of bilingual and English-speaking only instructional staff, local directors purposely organized their educational program so that at least one or both of the teachers and aides were bilingual in each classroom. In several cases reported, this arrangement worked quite well by providing the bilingual migrant student a truly bilingual and bicultural classroom instructor team.

The amounts of previous experience in migrant education present staff brought to the 1973-74 program is illustrated in Table 8 In each of the teacher, educational aide, administrator, and family contact worker categories, the vast majority of staff had at least one year prior experience in migrant programs. Fewer teachers, aides, and administrators with no previous experience were employed in the 1973-74 program compared to the previous year. Teachers showed the greatest increase in migrant experience where only 14% had no previous experience compared to 34% in 1972-73. This change alone is indicative of more teachers returning to the program in 1973-74 which was noted by several program directors in their local reports. Over one quarter of the teacher aides were migrant adults and young people, up somewhat over 1972-73. Program volunteers were primarily migrant persons making up over 60% of the total force. Overall, there appears to be a slight trend towards increasing numbers of staff and volunteers experienced in migrant education programs.

STUDENT-TEACHER RATIOS

The number of migrant students per teacher or per teacher and educational aide determines, to some extent, the amount of individualization and personal attention that can be given to each student. Likewise when a migrant student enters class with only limited English-speaking skills, the number of bilingual or Spanish speaking students per bilingual instructor is one measure of the program's ability to personalize instruction for their type of special needs. The number of students per special teacher, remedial reading, music can be a gross measure of the program's organization of instruction and diversity. The number of students per family contact worker can be viewed as a first approximation to the local program's capability to communicate and assist the migrant families in the area. A high student-staff ratio may indicate problem areas where the program is over extended and lacking indepth and personalized services.

The student per staff ratio has been calculated for the 1973-74 summer program for each of the categories: Teachers, combined teachers and educational aides, special teachers, family contact workers,as presented in Table 9. From data reported by local directors on numbers of bilingual and non-English speaking students, the bilingual student per bilingual teacher and combined bilingual teacher and aide ratios have been included in the Table. The student-staff ratios have been grouped according to each of the five regions of the state. The average number of migrant students per teacher was 13.4 for the 1973-74, summer program, down slightly from the 1972-73 figure. The comparable ratio of number of bilingual students per bilingual teacher was 19.6 for the state, a figure that is almost 50% higher than the composite student-teacher ratio. With a state average of 19.6, the figure of 57.9 bilingual students per bilingual teacher for the Northeast region appears abnormally high and may be indicative of certain shortcomings or additional needs in the region's programs. The number of migrant students per family contact worker averaged 58.8 for the state with the Western Slope region showing a low ratio of 14.8 students per contact worker. In the region with the greatest number of migrant students, the Northcentral region employed a significantly low number of family contact workers with a ratio of 85.3 students per contact worker.

INSERVICE

Inservice training of migrant program staff was again a major component of the 1973-74 program year. Extensive preservice and

STUDENT-TEACHER RATIOS, SUMMER PROGRAM 1973-74

	Northcentral	Northeast	Arkansas Valley	San Luis Valley	Western Slope	State Average
Total Number of Students in the Summer Program	938	588	329	172	89	2116
Number of Students per Teacher	13.0	14.7	10.0	19.1	22.3	13.4
Number of Students per Teacher plus Aide	7.2	8.2	5.9	10.1	11.1	7.5
Number of Students per Family Contact Worker	85.3	65.3	54.8	43.0	14.8	58.8
Number of Students per Special Teacher	40.8	45.2	36.6	57.3	89.0	43.2
Total Number of Bilingual Students - Primary Language Not English	844	463	260	166	53	1786
Number of Bilingual Students per Bilingual Teacher	15.9	57.9	12.4	27.7	17.7	19.6
Number of Bilingual Students per Bilingual Teacher plus Aide	8.3	19.3	5.9	13.8	8.8	9.5

TABLE 9

inservice training was provided the program staff on-site by each of the three mobile units (See Chapter 6). The mobile unit directors and consultants worked closely with local staff in planning and scheduling the inservice activities. Preservice orientation and training sessions were planned and conducted at various centers prior to the start of the summer program. Colorado State University at Fort Collins offered a 3-credit course in curriculum study in migrant education during the spring term, 1974. The University of Colorado Mobile Unit planned and conducted two separate classes in the spring term that were offered for credit in Burlington and Brighton. Southern Colorado State College at Pueblo organized and conducted two workshops for college credit at Alamosa and La Junta. Several different topics and concerns were covered in short 1-day inservice sessions throughout the state. The mobile units made extensive use of consultants from the universities, colleges and other institutions in bringing special expertise to their inservice offerings. Topics of the inservice training provided by the mobile units most frequently reported by local directors include-

Math
Reading
English Language Arts
Oral Language Development
Individual Instruction
Understanding the Migrant Child
Pupils from Homes where English is not the Dominant Language
Use of Equipment and Materials
Hispano Cultures

For a number of programs, local migrant and district staff offered on-site preservice and inservice training activities covering a variety of topics. Staff from the Colorado Department of Education participated in many of the inservice activities as well as providing special sessions covering many of the planning, management, and special services areas pertinent to the migrant program. The more popular topics offered by local district staff, the Department of Education, and other individuals and agencies include-

General Orientation
Math
Reading
English Language Arts
The Use of Teacher Aides
Hispano Culture
Food Service Program
Parent Involvement
The Migrant Student Record Transfer System (MSRTS)

The numbers of migrant staff members participating in different subject areas of the inservice were reported by local program directors and are included in Table 10. General orientation and training for using the Migrant Student Record Transfer System, and understanding the migrant child involved almost two-thirds of the total number of teachers. The numbers of teachers, aides, and other staff who participated in the 1973-74 inservice activities varied relative to the figures for 1972-73. In particular, teacher participation in the predominately academic subjects of math, reading, and oral language development increased by 50%, 40%, and 11%, respectively in 1973-74 over the previous year. Likewise, the number of teachers receiving orientation and training in the MSRTS increased from 58 in 1972-73 to 113 for 1973-74,

STAFF INSERVICE TRAINING

AREA	STAFF PARTICIPATING TEACHERS	AIDES	OTHERS
NUMBER STAFF EMPLOYED	166	179	204
GENERAL ORIENTATION	123	68	19
ACADEMIC			
Oral Language Development	72	73	20
English Language Arts	80	68	23
Reading	85	69	14
Mathematics	75	35	9
Science	21	7	1
Social Studies	29	-	-
PUPIL PLACEMENT & EVALUATION			
Measurement & Evaluation	63	18	15
Diagnosis	54	17	4
Counseling Techniques	36	5	-
MSRTS	113	48	26
INSTRUCTION			
Individual Instruction	88	54	17
Team Teaching	37	34	16
Use of Teacher Aides	29	27	10
Use of Equipment/Materials	90	60	23
Use of Family Contact Person	72	57	17
UNDERSTANDING STUDENTS, PARENTS			
Understanding Migrant Child	101	75	39
Pupil from Non-English Home	38	28	6
Minority Cultures	84	64	24
Parent Involvement	83	46	22

TABLE 10

a 95% increase. In the subject areas of understanding the migrant child and Hispano culture, the number of teachers participating decreased by almost one-third (34%) from one year to the next. For the inservice covering parent involvement principles and techniques, 83 teachers were involved in 1973-74, representing a 260% increase over 1972-73.

According to the reports from the local program directors, teacher aides participated in the inservice activities to a much lesser extent than the teachers. Only 68 aides out of a possible 179 were reported as receiving formal orientation to the migrant program. Fewer aides were involved in the math, evaluation, individual instruction, understanding the migrant child, Hispano culture, and MSRTS during 1973-74 compared to the previous year. In reading and parent involvement, significantly more teacher aides participated in the inservice, although their numbers were low compared to the total.

Certain changes in the focus of the 1973-74 inservice activities and staff participation can be explained, in part, by the changing needs perceived by the staff themselves. In 1973-74, local migrant staff were involved more and at an earlier stage in actually selecting inservice topics and planning the activities. With more teachers returning each year, their overall experience in migrant education has been increasing which would dictate different emphasis on inservice needs. The state-wide program, in determining new program needs and priorities, stressed certain areas or topics needing new orientation and training. New priorities are reflected in the increased emphasis and staff enrollment in the academic areas, parent involvement, and MSRTS. In the area of measurement and evaluation, a number of different preservice and inservice activities were offered local migrant staff in the purpose and use of the PIRAMID system for reading and math.

SPECIAL TEACHERS

Many of the local programs reported employing one or more special teachers with a definite area of specialization in order to better serve the special and unique needs of their migrant students. During the 1973-74 program year, there were 73 special teachers serving the local programs. There were approximately 43.2 migrant students for every special teacher as a state average. The Arkansas Valley region had the best ratio of students per special teacher with 36.6 while the Western Slope reported 89.0 students per special teacher. The areas specialization for the special teachers common to many of the local programs include-

Reading
Art, Music, Arts and Crafts
Physical Education, Dance, Occupational Therapy
Home Economics, Typing
Industrial Arts, Vocational, Career Guidance
Special Education, Speech Therapy
Spanish, ESL, Bilingual
PIRAMID, Diagnostics, Testing

Over half the special teachers were bilingual in Spanish with one Navajo on the Western Slope. Many of these teachers were experienced in migrant education ranging up to 7 to 12 years. Only 6 of the special teachers had no previous experience before the 1973-74 program year. A major concern expressed by more than one local director was a desire to find and recruit more bilingual special teachers, particularly in art, music, and vocational areas.

SUPPORT SERVICES

MIGRANT SUMMER SCHOOL HEALTH PROGRAM

The major purpose of the Migrant Summer School Health Program was to screen every available migrant student enrolled in the program in order to detect, diagnose, and treat health problems before they become life threatening or detrimental to a student's general welfare and productive life. The summer health program again was operated as a cooperative effort between the Colorado Department of Health and ESEA Title I, Migrant Education. The program was enlarged considerably in 1974 to include 20 nurses and 4 nurse aides to be able to provide more complete coverage and comprehensive health screening and referrals for all summer migrant students. As a result, one full-time nurse was assigned to each center of the migrant summer program with the exception of Las Animas and Eckley where nursing recruitment was a problem. More limited services and follow-up were provided in Las Animas and Eckley through the HEW Area Nursing Coordinator, the Bent County Public Health Nurse and an Adult Nurse Practitioner employed by the Colorado University, Student Health Program. Area Nursing Coordinators for the five regions - Northcentral, Northeast, Arkansas Valley, San Luis Valley, and Western Slope - helped in providing direction and guidance to the nurses located at centers in each of their regions.

In planning and organizing the summer health program, staff from the Colorado Department of Health and Department of Education,

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together, consulted with local migrant program directors and staff during the two months preceding the start of the summer program. The health program's objectives were discussed in full and the coordination between the health and education programs and the nurse's role and responsibilities in the school were worked out in each local program. During this same planning period, the Regional (Area) Nursing Coordinators along with local and state staff consulted with local physicians, clinics, hospitals, and pharmacies to explain the health program's purpose and operation and to solicit and coordinate their co-operation and participation.

Orientation consisted of four and one-half days and included inservice by staff from the Colorado Migrant Council, Colorado Department of Education, Student Health Program at the University of Colorado Medical Center, Colorado General Hospital, and HEW. In addition to specific training in medical screening instruments and procedures, the nurses and aides were instructed in how and when to authorize and refer follow-up care; how to make out data forms; and generally how to assure detection of health problems in the school-age child. The migrant health program activities involved -

1. Routine screening and physical exams
2. Augmenting immunization programs
3. Referral of abnormalities to local physicians for verification and treatment
4. Illiciting parental support for prescribed treatments
5. Follow-up through direct care and/or referral
6. Health promotion, counseling, and teaching
7. Establish adult and child cases of streptococcus infections so that treatment would be instituted

Health screening was provided by the nurses to all available migrant students in each of twenty-two summer migrant education centers across the state. The Logan County Re-1 summer migrant program at Sterling with 152 students selected to use the Northeast Colorado Health Department and not participate in the program. The Sedgwick Re-3 summer program at Ovid decided not to schedule the health program because of uncertainties in their student enrollment. The extended health screening examinations and tests given to migrant students included -

- Normal Physical Exams
- Height and Weight Measurements and Expectations by Age
- Blood Tests for Hematocrits
- Urinalysis
- Hearing Tests
- Vision Tests and Eye Examinations
- Throat Cultures to Detect Streptococcal Infections

In the following Table 11, the total percentage of migrant students screened for each type of examination or test is presented for each region of the state compared against the total numbers of students enrolled in the summer program. Student enrollment represents the cumulative total number of students entering the program whether they attended one day or the entire summer session. Health screening examinations and tests were scheduled in such a sequence to allow the nurse to eventually see each student. This allowed students who were absent on a particular examination day to be picked up a later time. Even with this type of scheduling and checking, not all migrant students were screened. Many students withdrew from school before a particular examination or test could be given. Some parents refused to give their permission for screening their children. In another situation, some of the older children stated that they had already been examined for many of the same health conditions whereby the nurse was asked to make a professional judgment whether another examination or test be given or not. These special contingencies did not allow health screening of all migrant students enrolled in the programs. Nevertheless, the numbers of students actually examined and tested for the different health conditions were extensive and above expectations. The 1974 summer health program truly represents a significant expansion and extension of health services for migrant students over the previous year's program. Table 12 illustrates some of the changes that occurred in the program from 1973 to the present 1974 summer program. In 1974, the number of local programs or centers participating in the program was 22 with almost one full-time nurse for each center. This increase allowed the health program to reach 1,946 migrant students, or 92 percent of the total summer enrollment. This compares with 18 centers in 1973 reaching 1,574 students, only 69 percent of the total enrollment. The kinds of health screening expanded the numbers of physical examinations given considerably and offered routine throat cultures for identifying strep throat infections. The data in Table 12 is self-evident that many more migrant students received a more comprehensive health screening than in any previous year. The approximate costs for health screening per student enrolled was amazingly similar

HEALTH SCREENING - 1974 SUMMER MIGRANT PROGRAM

TYPE OF EXAMINATION/TEST	NORTHCENTRAL	NORTHEAST	ARKANSAS VALLEY	SAN LUIS VALLEY	WESTERN SLOPE	STATE TOTAL
NO STUDENT ENROLLED	938	436*	329	172	89	1964*
NO STUDENT RECEIVING –						
Physical Exams	60%	57%	76%	69%	73%	63% (1246)
Height/Weight	82	90	96	85	94	87 (1712)
Blood Hematocrits	73	82	81	81	92	78 (1536)
Urinalysis	77	72	91	83	94	79 (1564)
Hearing Test	61	61	63	70	89	64 (1248)
Vision Test	71	81	86	81	85	77 (1515)
Throat Culture	73	89	82	85	100	81 (1588)

* The total number of students enrolled in the Northeast region has been reduced by 152 to reflect the omission of Logan Re-1 from the organized health program.

TABLE 11

COMPARISON OF SUMMER MIGRANT HEALTH PROGRAMS

	1973	1974
Number of Centers with CDH Program	18	22
Number of Nurses	16*	20
Number of Home Visits	642	734
Number of Students Enrolled in Centers	1,574	1,946
Percent of Total Summer Enrollment	69%	92%
Numbers of Students Receiving—	(percent of total)	
Physical Examinations	221 (10%)	1,246 (63%)
Height/Weight Measures	1,277 (56%)	1,712 (87%)
Blood Tests	1,311 (58%)	1,536 (78%)
Urinalysis	843 (37%)	1,564 (79%)
Hearing Tests	1,114 (50%)	1,248 (64%)
Vision Tests	1,262 (56%)	1,515 (77%)
Throat Cultures	-	1,588 (81%)
Costs for Screening, Home Visits, and Limited Treatment by Nurses	$33,941.05	$42,602.00
Health Screening Costs per Student Enrolled	$ 21.56	$ 21.89

* In 1973, nine nurses were paid out of Title I, Migrant Education and seven by other HEW funds. Total costs and costs per student were calculated as actual costs irrespective of funding source. In 1974, Title I, Migrant Education funded all twenty nurses and four aides.

TABLE 12

for the 1973 and 1974 programs, particularly in light of the expanded services offered in 1974. The major cause for this improvement in the 'cost-effectiveness' of health screening was due to the expanded role and function of the nurses in performing more of the medical screening and testing where before local physicians had to perform many routine examinations and tests.

Home visits were made by the nurses to families whose children exhibited health problems. Seventy-five percent of the visits were made for purposes of acute (crisis) care follow-up with twenty-five percent of the visits being made for counseling.

As a result of the health screening, each child with a questionable or definite health problem was referred to a local doctor for further examination and testing. The following Table 13 indicates how many abnormalities or health problems were detected, how many were referred, and how many were treated.

RESULTS OF HEALTH SCREENING

EXAMINATION/TEST	NUMBER STUDENTS SCREENED	NUMBER-PERCENT ABNORMAL	NUMBER-PERCENT REFERRED	NUMBER-PERCENT TREATED
Physical Exam	1,246	328 (26%)	210 (17%)	184 (15%)
Hematocrits	1,536	177 (12%)	49 (3%)	128 (8%)
Urinalysis	1,564	34 (2%)	18 (1%)	13 (1%)
Hearing	1,248	98 (8%)	47 (4%)	36 (3%)
Vision	1,515	203 (13%)	148 (10%)	103 (7%)
Throat Culture	1,588	476 (31%)	251 (16%)	467 (29%)

TABLE 13

Not all children found to have certain abnormalities or health problems were referred to local doctors for furthur examination and treatment. This is due to the following -

1. Misdiagnosis on part of the medical student teams and the nurses
2. Conditions were 'treatable' without the need for physician services, i.e. 'low' hematocrits which were not pathological and responded to iron or vitamins with iron and/or diet counseling with families
3. Relationship existed between the local physician and the program nurse whereby the physician gave the nurse legal orders to execute for certain diagnosis, i.e. bicillin for streptococcal and viral infections
4. Child and family left the area prior to appointment being made with local health services

The few children with health problems who were withdrawn prior to referral or treatment were followed-up through letters, migrant referral forms, and the Uniform Migrant Student Transfer Forms. A total of $14,879.01 was expended on medical referrals and prescriptions during the 1974 summer program which averaged out to approximately $20.58 per migrant child referred. Almost half of the costs of medical referrals and treatment was for eye examinations and glasses, hearing problems, and ear infections.

In 1974, an innovation was attempted by screening all children for "strep" throat rather than simply screening those children exhibiting symptoms of "strep" infection, i.e. sore throat, runny nose, and temperature. This type of screening was felt to be extremely important because of the close correlation between "strep" infections and diseases of the heart and kidneys.

The program in health education was expanded and better organized in 1974 through the use of three graduate health educators who provided materials, consultant services, classroom activities, and demonstrations during the summer program. Each health educator visited programs in assigned regions of the state corresponding to the three regions covered by the mobile units. The Health Education Program was funded under Title I, Migrant Education as a part of the larger summer Migrant Health Program contract with the Colorado State Department of Health. The health educators worked cooperatively with local summer migrant program staff and local health departments in providing health and nutrition educational activities for promoting preventive health care.

In the final analysis, there appeared to be a direct correlation between the health services provided to school age children who consistently attended summer migrant schools in Colorado and the decrease of significant health problems in this population.

MIGRANT SUMMER SCHOOL DENTAL PROGRAM

The Migrant and Rural Health Program of the Colorado Department of Health and the Department of Education provided a cooperative and coordinated dental health program for the school age migrant children in Colorado. Dental monies of the Colorado Department of Education were contracted to the Colorado Department of Health for use in dental treatment of the school age migrant children. The program included both dental health education and dental care.

The project dental hygienist visited the schools and conducted a dental inspection on each child. Those children in need of dental care were referred to local dentists working with the program for dental treatment. Dentists were reimbursed on a fee-for-treatment basis, according to the Veteran's Administration fee schedule. The Colorado Department of Education in turn reimbursed the Colorado Department of Health for monies spent on migrant children under the program.

A total of 1,703 migrant school children were examined. They ranged in age from four to sixteen years; the majority being five to twelve years old. Sixty-two percent of the children were in need of dental care. Thirty-six percent of the children had previously received dental treatment. A total of 837 children received dental care.

Forty-nine percent of the children included in the program received professional dental care through funds of the Colorado Department of Education. This was 79 percent of the children who needed dental care. All who needed emergency care received it.

A total of $42,396 was spent on dental care for 837 children through funds of Title I, Migrant Education. An average of $50 per child was spent for the 837 children receiving treatment.

The Dental Program staffing was funded under the respective agencies and included -

1. Project dental hygienist with the Colorado Department of Health, Migrant and Rural Health Program coordinated the program
2. Five dental hygiene students serving an externship from Rangely College assisted in implementing the education and preventive components of the program
3. Graduate dental hygienist coordinated the program in the Arkansas Valley
4. Eleven dental students under the University of Colorado's Medical Center Program provided services around the state

Before the beginning of the migrant season, the project dental hygienist contacted other agencies involved in migrant programs. Included were personnel with: the Colorado Department of Health; Colorado Department of Education; Department of Social Services; Colorado Migrant Council; Migrant Ministry; and local migrant councils. In each participating county, contact was made with migrant school principals, County Public Health Nurses, and local dentists to integrate the migrant dental health program for the respective county.

Regional migrant nurses were given authority for the dental program in their area. This included direct authorization of dental services. Dental clinics in Family Health Centers were held by project dental staff.

Packets were distributed to each school including explanation of the program, sample forms and dental health educational materials. Toothbrushes and toothpaste kits were distributed to the schools. A teacher's guide entitled "Dental Health Education in Migrant Schools" was distributed to all staff members.

The Project Dental Hygienist visited the schools and conducted a dental inspection on each child. Those children in need of dental care were referred by the dental hygienist to local private dentists for dental treatment in their offices. The dentists had set aside blocks of time for the migrant children prior to the migrant season. The dentists were reimbursed on a fee-for-treatment basis, according to the Veteran's Administration Fee Schedule. The Colorado Department of Education in turn reimbursed the Colorado Department of Health at the end of the program. The dental screenings and referrals for dental care were conducted for the preschool centers at the same time the project dental hygienist was in the area for the regular school dental programs.

Again this year, the preventive program of 'Brush-Ins' was conducted in the schools. A zirconium silicate toothpaste with a high concentration of fluoride was used by each child in the 'Brush-Ins'. The paste was developed for self-application by mass segments of the population. The 'Brush-Ins' were conducted in each classroom. Toothbrushes, preventive toothpaste, disposable aprons and cups were distributed to each child. The proper toothbrushing technique was first deomonstrated and practiced by the children. Then each child brushed his teeth with the preventive paste.

Education services were provided this year by the dental hygiene students. Each classroom was shown a dental health filmstrip and given a talk by the students before the 'Brush-Ins'. The dental students provided some education and preventive services for the students in their areas.

MOBILE UNITS

Three Migrant Education Mobile Units from Colorado State University at Fort Collins (CSU), University of Colorado at Boulder (CU), and Southern Colorado State College at Pueblo (SCSC), provided extended services to the regular and summer migrant programs across the state. The major areas of services provided on-site by each mobile unit included -

1. Instructional Materials
2. Demonstrations of Instructional Techniques
3. Media and Video Tape
4. Preservice and Inservice
5. Screening and Diagnostic Services
6. Consultation Services
7. Research and Development

Each of the three mobile units was assigned a region of the state for visiting and providing services to all local migrant programs in the region. The number of schools visited and the total number of visits to each local program were reported by the mobile unit directors for both the regular school year and summer programs. Each local program director reported the number of visits by the mobile units which, in most cases, was lower than the number reported by the mobile units. The lower number of visits reported was due, in part, to local program directors counting the times the mobile van visited on-site while mobile unit directors 'counted' all consulting, inservice, and other on-site visits included with the regularly scheduled visits of the mobile unit van. The following Table 14 summarizes the visits made to each local program according to regions of the state. Each local program director rated the services of the particular mobile unit serving his area on a one to five scale with one representing poor and five indicating excellent service. The average ratings for the mobile unit services by region are included in the table. The numbers of schools visited and the frequency of visits are roughly proportional to the size of the particular local program. The Weld Re-4 regular year program at Windsor was not visited by the CSU Unit while the small Sedgwick Program at Ovid decided not to schedule the mobile unit because of the temporary nature of its program. In the process of changing region boundaries and local program assignments, Delta 50, Mesa 51, and Weld BOCS programs reported two different mobile units visiting their programs and providing services. The average ratings of mobile unit services as reported by local program directors ranged from a low of 3.4 out of 5 for the Northeast Region to a high of 4.8 out of 5 for the Northcentral Region.

MOBILE UNIT ACTIVITIES BY REGIONS OF THE STATE

NORTHCENTRAL REGION		UNIT	REGULAR YEAR NO SCHOOLS	NO VISITS	SUMMER NO CENTERS	NO VISITS	TEACHERS SERVED
ADAMS 27J	Brighton	CU	8	35	1	12	43
BOULDER Re2J	Longmont	CU	6	29	1	10	38
LARIMER R1	Ft. Collins	CSU	3	7	1	7	-
WELD 4	Windsor		No Reported Visits				
WELD 6	Greeley	CSU	4	4	1	12	-
WELD BOCS	La Salle	CSU	17	41	3	25	
		CU	3	18			21
REGION TOTALS			41	134	7	66	

Local Director's Ratings of Mobile Unit Services - 4.8/5

NORTHEAST REGION							
LOGAN Re1	Sterling	CU			1	4	7
SEDGWICK	Ovid	-	No Reported Visits				
EASTCENTRAL BOCS	Burlington	CU	3	13	1	5	34
NORTHCENTRAL BOCS	Holyoke	CU	4	9	2	8	33
SOUTH PLATTE BOCS	Ft. Morgan	CSU			1	5	-
REGION TOTALS			7	22	5	22	

Local Director's Ratings of Mobile Unit Services - 3.4/5

ARKANSAS VALLEY REGION							
PROWERS Re1	Granada	SCSC	1	5	1	12	9
PROWERS Re2	Holley	SCSC	1	4			5
PUEBLO 70	Pueblo	SCSC			1	11	6
ARKANSAS BOCS	La Junta	SCSC	6	24	5	98	61
SOUTHEAST BOCS	Lamar	SCSC	3	15			42
REGION TOTALS			11	48	7	121	123

Local Director's Ratings of Mobile Unit Services - 4.4/5

SAN LUIS VALLEY REGION							
ALAMOSA Re11J	Alamosa	SCSC			1	9	11
CONEJOS Re1J	Antonito	SCSC	1	5	1	10	30
COSTILLA R30	Blanca	SCSC			1	8	5
SAGUACHE 26Jt	Center	SCSC			1	17	7
REGION TOTALS			1	5	4	44	53

Local Director's Ratings of Mobile Unit Services - 3.8/5

WESTERN SLOPE REGION							
DELTA 50	Delta	SCSC	1	5	1	1	13
		CSU			1	5	
MESA 51	Grand Jct.	SCSC	1	1	1	1	8
		CSU			1	6	
REGION TOTALS			2	6	2	13	

Local Director's Ratings of Mobile Unit Services - 4.0/5

TABLE 14

Table 15 summarizes the number of programs visited and the average frequency of visits per program by each of the three mobile units. The CSU Mobile Unit served a total of 9 local migrant programs during the regular and summer program periods primarily in the Northcentral and Western Slope Regions for a total of 111 visits. The CU Mobile Unit serving the Northcentral and Northeast Regions, contracted with 10 local programs and made a total of 145 on-site visits. SCSC, based in Pueblo and serving the Arkansas Valley, San Luis Valley, and Western Slope Regions, served 16 local migrant programs and made a total of 227 on-site visits. These large numbers of on-site visits are especially noteworthy when considering the vast distances involved.

SUMMARY OF MOBILE UNIT REPORTS OF VISITS

UNIT	REGULAR YEAR		SUMMER PROGRAM	
	NO PROGRAMS	AVE FREQUENCY	NO PROGRAMS	AVE FREQUENCY
CSU	3	17	6	10
CU	5	21	5	8
SCSC	7	8	9	19

TABLE 15

Instructional and professional resource materials were provided all local programs for inspection and checking out by each of the three mobile units. Newly acquired materials were collected and developed emphasizing bilingual and bicultural instruction and English as a Second Language. Other new collections included a variety of career education and awareness materials. Books, films, film loops, filmstrips, games, hardware and teaching machines, learning kits, program materials, records, test materials, and professional articles made up the different types of instructional materials available to the local program staff. Some examples of the more popular materials checked out from the mobile units included -

Bilingual materials including Spanish books, Riverside Curriculum Materials, Spanish films, bilingual filmstrips and cultural films, Carrascolendas Bilingual Television Program videotape

ESL materials including Vilson Initial Syntax Program, Introducing English (Houghton Mifflin), Beginning Fluency in English (Bomar), language materials and programs and instructional aids

Walt Disney storybooks with records, teaching basic skills through music record set, Coronet Films

Bill Martin Instant Readers, Owl Books, Xerox Pal Series, Bomar Reading Incentive Program, Headstart Books

Learning kits including Peabody, DVSO, Sesame Street Kit

Audio Flashcard Readers and materials

Science and math games

Encyclopedia Brittanica Career Program (Spanish and English)

Silvaroli Informal Reading Inventory and Group IRI Testing Procedure, PIRAMID materials

In past years, a major service provided by the mobile units was visual and auditory screening of migrant students. In 1973-74 with the vastly expanded health screening program conducted by the Department of Health, practically all screening and testing was performed by the nurses and health teams. As a result, the mobile units performed very little, if any, screening and testing. Instead, they checked out their Keystone Telebinocular screening machines and audio meters to the nurses and local diagnosticians for use at the centers.

The preservice and inservice program was again a major part of the mobile unit's total program. The greatest majority of all inservice activities for local migrant education program staff was provided by the three mobile units. Many teachers might think of the mobile units as primarily an instructional materials center on wheels. This is not entirely true because much time and effort also was spent on planning and providing inservice programs and classes for migrant programs. Although the two occasionally went hand-in-hand, one was considered instructional service and the other a professional service.

CSU offered a ten-week, three-credit course in Fort Collins entitled "Curriculum Study in Migrant Education Program", as a preservice for administrators, teachers, and aides. Two separate classes were offered for college credit by CU, one in Burlington and the other in Brighton. The Burlington course began in January and focused on instructional methods and techniques in the core academic areas of reading, language arts, math, and social studies pertinent to working with migrant children. The class in Brighton was held in April and covered a variety of topics related to migrant education with different consultants providing the instruction for each session. Principals and teachers from Brighton as well as Fort Lupton attended the course. In addition, two courses were offered for credit by the SCSC Mobile Unit in La Junta and Alamosa as a preservice to create effective teaching teams and improve instruction in the summer programs served by the SCSC Mobile Unit. In La Junta and Alamosa, a total of 52 migrant program staff completed the course for credit. In addition to the credit courses, each mobile unit provided preservice instruction and workshops for local migrant staff in preparation for the summer migrant education program. Much of the preservice workshops were planned well in advance and lasted approximately one day with a majority of local programs taking part. Regular inservice programs were conducted throughout the year and focused, for a large part, on instruction and demonstrations of instructional materials and techniques. The CU Unit offered special inservice sessions on career education in three local program centers prior to the start of the summer program. Other inservice topics included; English as a Second Language, oral language development, math materials, reading games, and general orientations to the mobile unit resources, materials, and consultant services. The SCSC Mobile Unit provided a special program of intercultural awareness activities which included materials and preservice and inservice sessions. With the preservice and inservice activities covering a variety of topics and techniques, each mobile unit employed different consultants from the Colorado Department of Education, Colorado Department of Health, Colorado Migrant Council, other state and local agencies, and local colleges and universities to help in providing the necessary instruction and demonstrations.

Other important but less frequent activities and services provided local programs by the mobile units included: PIRAMID training and implementation; parental involvement/staff involvement instruction and services; media packages and video taping and presentations; activities to assist in public relations; and idea exchanges between migrant programs.

Each mobile unit director planned and conducted an on-going evaluation activity of their services. Local program staff and other recipients of the mobile units' services were asked to rate particular services and give comments or suggestions for their improvements. Over the course of a year, each unit director collected a variety of ratings and comments on all aspects of their programs which they plan to consult in designing the next year's programs and services.

COLORADO MIGRANT CHILD IDENTIFICATION AND RECRUITMENT PROJECT

By their very nature, migrant families are extremely mobile, temporary, and of low visibility. The children of migrant families, likewise, are often very difficult to identify, to diagnose their needs, and to track in order to provide them quality educational opportunities. Over the last few years, Colorado has become extremely sensitive to the need for identifying and recruiting migrant students into a comprehensive educational program. Until about a year ago, migrant students were identified and recruited primarily through the efforts of the local migrant education program. Local Contact Workers had the primary responsibility for identifying and recruiting migrant children, but only within their particular district's boundaries. Other, less organized, methods by which migrant children became interested and enrolled in school included -

1. Follow-up on students returning to Colorado from previous years
2. Migrant parents and students voluntarily seeking out a school
3. Local farmers encouraging their migrant employees to enroll their children in school
4. Peer influence to attend school

Over the years it became evident that not all migrant children in Colorado were being identified or even contacted about their educational needs and opportunities. The search to identify and recruit migrant children for educational purposes was severly limited to a few local school districts which made up less than 15 percent of the state's one hundred and eighty-one school districts. It was obvious that significant numbers of migrant children and teen-agers were probably residing in regions of Colorado not served by the migrant program and relatively unknown to local school officials. In order better to serve all migrant young people with educational programs, irrespective of where they stay in Colorado, the State Department of Education designed and implemented a comprehensive project for surveying all areas of the state to identify and recruit migrant children and teenagers for the Migrant Education Program. This project was designed to fill the gap by surveying primarily the areas local programs do not cover. In this arrangement, the combination of the new Identification and Recruitment Project and local districts is to provide, on a continuing basis, complete coverage of the state with identification and recruitment activities. The new project, titled, 'Colorado Migrant Child Identification and Recruitment Project (CMCIRP)', was funded by Title I, Migrant Education and begun in the summer of 1973.

Objectives of CMCIRP are to:

1. Identify each migrant child in Colorado.
2. Gather educational and health information on each migrant child.
3. Enroll each child in a migrant educational program.
4. Cooperate with and assist LEAs in enrolling each child on the Migrant Student Record Transfer System.
5. Provide assistance so that each child has the opportunity to take advantage of necessary health needs.
6. Conduct liaison and coordinate services with all agencies serving migrant families.
7. Conduct liaison and coordinate services with all school programs.
8. Conduct surveys to identify migrant children.

9. Conduct surveys, in conjunction with local districts, to identify employers who hire migrant labor.
10. Map migrant labor areas to facilitate identification and enrollment of children in school.

The Colorado Migrant Child Identification and Recruitment Project is organized and administered to cover all areas of the state. Five regions of the state were identified and field offices were established in La Salle, Fort Morgan, La Junta, Alamosa, and Grand Junction. These regions coincide closely with the Northcentral, Northeast, Arkansas Valley, San Luis Valley, and Western Slope migrant program regions. The central office for the project is located in La Salle in the Northcentral Region. Five bilingual (Spanish-English) field representatives were hired for the five regions of the state. A bilingual director and support staff administer the project. During the summer of 1974, eight additional seasonal field representatives, all bilingual, were hired and assigned to the field offices to assist in the survey work.

Starting in November, 1973, the field representatives began to survey each area of the state by school district and county to locate, identify, and help enroll migrant children in an educational program. By the end of the summer, 1974, 50 out of 61 counties in the state had been surveyed. Extensive inservice and program monitoring and reporting procedures were planned and conducted throughout the year to ensure good program management and evaluation.

Table 16 presents a brief summary of data reported by the field representatives measuring their activities for the combined regular (November-May) and summer (June-August) periods.

The intensive identification and recruitment effort, conducted during the summer of 1974, produced the following program and enrollment results:

1. First Summer Migrant Education Program established in Alamosa School District Re-11J with 67 students.
2. Enrollment doubled at Delta School District 50 through identification and recruitment of students in Montrose and bused to Delta for the Summer Migrant Education Program.
3. Summer enrollment doubled at Saguache School District 26Jt. Several additional children were identified but could not be served because of timing and limited staff.
4. By the end of 1974 summer survey, five new areas were identified for planning and implementing new migrant educational programs - Loveland, Meeker, Montrose, Monte Vista, and Boulder.

CMCIRP - SUMMARY TALLY OF RESULTS

	NORTHCENTRAL (La Salle)	NORTHEAST (Ft Morgan)	ARKANSAS VALLEY (La Junta)	SAN LUIS VALLEY (Alamosa)	WESTERN SLOPE (Grand Jct)	STATE
NUMBER VISITED						
Schools	98	51	74	58	87	368
Farms	225	169	111	47	123	675
Ranches	9	8	20	7	18	62
Food Processing Plants	23	12	12	5	8	60
HEALTH REFERRALS						
Number Children	60	5	3	12	30	110
Number Families	59	2	6	11	8	86
WELFARE REFERRALS						
Number Families	40	0	15	4	31	90
NUMBER MIGRANT CHILD IDENTIFIED						
Interstate	55	30	22	49	73	229
Intrastate	37	0	0	7	82	126
5-Year	55	0	19	21	79	174
NUMBER MIGRANT CHILD ENROLLED						
Migrant Program	96	10	24	26	60	216
Regular School	88	0	0	6	13	107
MSRTS	53	20	0	-	109	182

NOTE - The numbers in the table represent the results of the state-wide survey of 50 counties excluding those LEAs already providing migrant services at the time of the survey. Several programs were started or expanded as a result of the project's efforts and their enrollments are included in the local program reports. As a consequence, the above numbers cannot be compared directly with local program enrollment figures.

TABLE 16

MIGRANT STUDENT RECORD TRANSFER SYSTEM

The full and responsible use of the Migrant Student Record Transfer System (MSRTS) is considered to be an important and integral part of the Colorado Migrant Education Program. Aware of the problems in the past, state program officials stressed the full participation and cooperation of all local program staff in supporting the functions of the MSRTS throughout the 1973-74 year. Mobile units, local program staff, CDE, and the MSRTS terminal staff provided special inservice sessions on the MSRTS, its purpose and operation, for all local migrant programs across the state. Faced with a major change in forms and data reporting, the inservice provided was timely and appropriate for helping local staff use the service.

Two separate terminals connected to the National Data Bank in Little Rock Arkansas are located in Greeley and Lamar, each terminal serving two different regions of the state. The Greeley terminal served twelve local programs during 1973-74 located primarily in the Northcentral, Northeast, and Western Slope Regions. The Lamar terminal served ten local migrant programs covering the Arkansas Valley, San Luis Valley, and part of the Northeast Regions while providing the record-keeping services for all CMC-operated Day Care Centers across the state.

Again this year, local program directors rated the services provided by the Migrant Student Record Transfer System. In the past, local directors have generally felt the services provided were less than adequate and only one or two rated them as more than adequate. In 1973-74, almost the same number of local programs rated the services less than adequate as in the previous year, or about 54 percent of the total. However, a marked improvement was observed this year. Where only one local program director rated the services as more than adequate in 1972-73, four directors felt the services in 1973-74 were more than adequate and two rated them as excellent. The following Table 17 summarizes some of the important indicators of the MSRTS services and the local ratings averaged for each region of the state.

MIGRANT STUDENT RECORD TRANSFER SYSTEM 1973-74

REGION	UNIT	SUMMER ENROLLMENT	AVE RATINGS
Northcentral	Greeley	902 (96%)	2.7/5
Northeast	Greeley-Lamar	599 (102%)	2.0
Arkansas Valley	Lamar	299 (91%)	3.8
San Luis Valley	Lamar	184 (107%)	2.5
Western Slope	Greeley	91 (102%)	1.0

TABLE 17

The numbers of children enrolled on the MSRTS for the summer program are given by regions. These numbers are used to calculate the percentages of enrollment on the MSRTS compared to the enrollment figures reported by local program directors. At the time data was received from the terminals, a finite number of students that were enrolled were not reported as completing the program or withdrawing. As MSRTS enrollment 'counts' are made only when a student completes the start and stop cycle, there are discrepancies in the enrollment figures which can, at least partially, explain the low figures on the MSRTS. When a student enrolls, withdraws, and then re-enrolls in a program during the same regular or summer term, two 'counts' are made on the MSRTS where the local program director may count the same student only once. This discrepancy can explain some of the larger enrollment figures reported on the MSRTS as compared to local program reports.

PROGRAM RESULTS

STUDENT ACHIEVEMENT

The migrant student's achievement in academic areas is of great interest and use to practically every person involved in the migrant education program. Traditionally, the evaluation of student achievement has been left up to each local program as to what methods, instruments, and criteria are used. The measurement and documentation of student progress has been left more or less up to the discretion of the individual teachers. In 1973-74, program directors from seventeen of the twenty-two Colorado Migrant Programs reported that teacher-given oral testing was the most useful technique for measuring the migrant student's academic progress. In several local programs using standardized achievement tests, certain difficulties were noted in getting an accurate measure of student achievement because of the inappropriateness of the tests for the unique language and cultural characteristics of the migrant children. As a result, no accurate and consistent information about migrant student achievement has been available on a state-wide basis.

Organized testing for student progress and achievement has started into a new phase of development for the migrant education program in Colorado. Criterion-referenced testing, particularly in reading and math, is being considered and tried in a number of local programs across the state. Use of PIRAMID criterion-referenced reading and math program was expanded to fourteen programs in 1973-74 after being introduced in six projects during 1972-73. PIRAMID (Programmed Individualized Reading and Mathematics, Inter-District) was developed in California specifically for use with Title I students. PIRAMID is a comprehensive testing, placement, and classroom management program with standard objectives in reading and mathematics covering approximately the K-6 grade levels. With the advent of criterion-referenced testing and instruction, the basis for student achievement takes on a somewhat different perspective. Student gain is described in terms of the number of objectives mastered as measured by specific pre- and post-testing. Pretesting identifies the student's general level and his particular deficits. After pretesting, PIRAMID allows the student to be placed on a skills continuum and then grouping and instruction are prescribed to meet the student's specific deficits.

Although the whole area of student evaluation has been receiving increased attention over the last couple of years, the planning, organization, and implementation of a comprehensive testing effort in the migrant education program is still too young to produce much usable information above the local classroom level. The evaluation of student achievement must be looked at differently for the regular vis-a-vis summer programs. Very little organized or controlled testing of migrant students was evident during the regular term except what standardized testing the district might have provided as part of its regular educational program.

Testing during the summer programs was a bit more extensive and organized, although results were reported by less than half of the local programs. Results of the PIRAMID criterion-referenced testing were reported by only four out of the fourteen or so programs identified as using PIRAMID. Pre- and post-testing migrant students, particularly during the short summer programs, is extremely difficult for the local program staff. The irregular attendance patterns of many migrant children make it difficult to organize and administer a comprehensive pre/post testing program.

From a small sample of standardized achievement test scores reported by several local programs, migrant students appeared to make overall positive gains in grade-level equivalents for reading and math. Average student gains ranged from +.225 through +1.0 grade-level changes for two regular term programs of approximately 180 days duration. One particular summer program using the W.R.A.T. (Wide Range Achievement Test) reported average student gains of +.537 grade-level for reading and +.394 grade-level for math for a 42 day program. Although there was no student attendance data correlated to the measured gains, it is assumed that students pre- and post-tested for the reported gains were in attendance at least 30 out of the 42 possible days for the program.

Criterion-referenced test results from four local programs using PIRAMID indicate that migrant students made significant gains in reading and math during the summer program. Table 18 presents student gains according to the number of objectives (deficits) mastered using PIRAMID criterion-referenced testing.

PIRAMID CRITERION-REFERENCED TEST RESULTS

STUDENT GAINS IN FOUR LOCAL SUMMER PROGRAMS

PROGRAM	SUBJECT AREA	NUMBER STUDENTS	RESULTS
1)	Reading	41 (Sample)	Avg. No. Objectives Master= 38.3
	Math	41	Avg. No. Objectives Master= 36.9
2)	Reading	46	Avg. No. Objectives Master= 4.8
	Math	20	Avg. No. Objectives Master= 5.3
3)	Reading	121	Average Gains in Deficits = 4.2
	Math	121	Average Gains in Deficits = 3.8
4)	Reading/ Math	14	100 Percent of the Students Remaining in the Program 20 or More Days Completed 10 or more Objectives.

TABLE 18

For the first local program reported in the table, the average number of objectives mastered by the sample students, 38.3 for reading and 36.9 for math, was extremely high in comparison to the other three programs reporting results. This large number of objectives mastered can be explained because of the local programs's procedure of entering all students at the lowest level objective and working quickly through all objectives in the sequence, even though many students were achieving at a higher level at the beginning of the program. The other programs pre-tested their students and entered them more closely to the level they were currently achieving whereby the objectives mastered then were more true readings of the students' gains in mastering new concepts or principles.

From the types of data reported on student gains and achievement, it is quite obvious that better definitions, criteria, and controls for testing students need to be established on a state-wide basis. Having a common language with regard to student testing, placement, and achievement is extremely important to the Migrant Education Program in that valid and timely information on student abilities and achievement can follow each student to each local program serving him.

STUDENT BEHAVIORS

Most persons included in the Colorado Migrant Education Program realize the importance of affective education for migrant children. Many local programs place great importance on building good student attitudes toward school and positive self-concepts to facilitate learning basic skills. In one survey of teachers' opinions about the basic needs of migrant students, the Weld BOCS Program found that "improving the student's self-concept" was the one area mentioned most frequently as being the first priority need of the students in that program.

Observing changes in students' behaviors over a period of time can be a measure of developments in the affective area. Because of the short time migrant students are available to a program, certain environmental factors must be considered when interpreting any behavioral changes. Each year, program directors report the numbers of migrant students exhibiting changes in specific behaviors as a result of their programs. For many local programs, the reported changes in student behavior are compiled from the individual classroom teachers' reports based on her own observations. Table 19 presents percentages of the total number of students reported with observed changes in behavior according to twelve behavioral categories. The first column represents the percentage of students observed as having improved their behavior either by a large change for the better or some change for the better. Column two represents the percentage of students observed as having exhibited no change or a change for the worse. The remaining numbers (percentages) of students making up the total (100%) represent those students not changing behaviors but not necessarily needing to change.

Now, over half (50%) of the total number of students observed were reported as improving their behavior in self-concept, self-assurance, self-evaluation, cooperating with others and attentiveness in class, enthusiasm for the subject, and independent learning. The greatest improvements were observed in self-assurance with 71 percent of the students showing either large or some changes for the better. For certain behaviors, significant numbers of students failed to improve or even changed for the worse. Over one-quarter (25%) of the total

PERCENTAGE OF STUDENTS OBSERVED CHANGING BEHAVIORS
1973-74 MIGRANT PROGRAM

TYPE OF BEHAVIOR	IMPROVEMENT OR CHANGE FOR BETTER	NO CHANGE OR CHANGE FOR WORSE
Concept of Self	59%	22%
Anxiety	43%	18%
Self-Assurance	71%	19%
Accuracy of Self Evaluation	52%	27%
Participation with Group	64%	14%
Cooperation with Others	66%	18%
Interest in School	49%	25%
Attentiveness in Class	66%	17%
Enthusiasm for Subject	56%	22%
Attendance	32%	19%
Educational Aspirations	49%	27%
Independent Learning	64%	18%

TABLE 19

failed to improve in self-evaluation, interest in school, and educational aspirations. For two types of behavior, anxiety and attendance, a significantly large percentage of students, 39 and 48 percent respectively, showed no significant changes in behavior but did not necessarily need to change. The percentages of students observed as exhibiting positive changes in behavior was generally down for 1973-74 compared to the figures reported in 1972-73. Only attentiveness in class and educational aspirations showed more student improvement in 1973-74 over the previous year.

The data on observed changes in student behavior reported by each local program director lacks any type of internal or external validation. We suspect that many of the individual teacher reports of the observed changes in behavior were made after the fact and very little, if any, structured pre- and post-observation schedules were planned and followed. Data on student behavioral changes from several local reports was highly suspect as being simply reported without any formal observation or documentation being made. The lack of common definitions and standardized instruments for measuring relative changes in behavior, whether they be large, small, or no changes, makes any type of absolute or relative comparisons virtually impossible. As the student behavior data must be viewed with caution nevertheless, some indications of behavioral changes can be observed for further study and discussion.

The Larimer R-1 Migrant Education Program at Fort Collins collected actual pre- and post-observation data on student behaviors as reported by the classroom teachers. Sixty-four students were observed and their behaviors were ranked as good, fair, or poor in eleven different categories. The greatest gains were observed in attitude toward school and relationships with teachers where over half (50%) of the students showed improvement. Positive gains also were observed for each of the remaining types of behavior, including relations with peers, participation in class, attendance, respect for property, acceptance of self, leadership, acceptance of criticism, acceptance of responsibility, and appreciation of other cultures.

STAFF AND COMMUNITY ATTITUDES

Understanding the basic, long-held attitudes of the staff and community towards migrant students is extremely important, ultimately, to providing them a quality education program. Whenever migrant children experience stigmas or failure-syndromes as a class, their self-concept and ability to learn can only be damaged. If just one teacher feels that migrant children are slow-learners, then the whole class learns slowly or not at all. Whole communities can personally accept, tolerate, or reject and put down the migrant which directly affects the educational program.

Asking program directors to describe the attitudes of the staff and community towards the migrant student is one way to scratch the surface of the complex problem. When asked whether the attitude of the teachers toward migrant children had improved in 1973-74, eleven out of eighteen program directors reported "yes", while the other seven reported there was no need to improve because staff attitudes have always been positive. With all programs appearing to have staff with positive attitudes or improving their attitudes towards migrant children, we must look deeper to get at the basic question. Now in the 1973-74 program, there appeared to be several new developments which may be indicative of some more deeply changing attitudes on the part of the teachers. New instruments and procedures for diagnosing the migrant student's aptitudes and achievement, have given teachers hard information that migrant children bring highly developed aptitudes for learning to the classroom and they actually make significant gains in achievement during the program. Several program directors discussed the positive effect that observable student gains have on the attitudes of the teachers. In addition, more teachers are returning to the program from previous years and bringing with them a good positive attitude and desire to work with the migrant child where fewer new teachers come to the program and have to learn about the migrant child for the first time. Many program directors report that with each year, more teachers are willing to spend extra time and effort in working with the various aspects of the program and more regular school staff are inquiring about the program. Much of this discussion applies to the group of teachers employed during the summer program and that regular school district teachers employed by the LEA with but a few migrant students in their classrooms, often for only a short time, present quite an unknown factor. In the summer program, teachers choose to be involved where in the regular school program they do not always have the choice.

The attitude of the local community towards the migrant student is a much harder variable to measure and control or change. Long-established and deeply-rooted attitudes in a community towards migrants in general often dictate attitudes toward the migrant education program. When asked whether the attitude of the community towards migrants in general has improved, ten out of seventeen program directors reported "yes". One popular criteria used to judge community attitudes is the degree of finances, clothing, and other assistance organized community groups provided the migrant program. Most programs reporting an improvement in community attitudes credit better public relations, awareness, and understanding of the migrant by a concerted use of the news media. Of the seven programs reporting no improvements in their community's attitudes, one reported some resentment towards the special attention given to migrant children. One program reported a widespread apathy of the community towards migrants in general. The remaining programs reporting no change in community attitudes, explained that changing attitudes were difficult to assess or that no change was necessary.

Observing and measuring a community's attitude toward migrants is a complex but extremely important task. Local church and community groups' willingness to help the migrant program may not always reflect the feelings of the rest of the community. Migrant families and children often tend to be isolated in camps away from the mainstream and then remain there only a short time so that natural opportunities for mixing with the regular community is not available to the migrant. Small town cliques in different age groups also tend to isolate the migrant further. The staff of the summer program in the Arkansas Valley noticed that migrant teenagers, after working in the fields, were left out of most of the local teenager activities and were 'hanging around' looking for something to do at night. Responding quickly, the Arkansas BOCS put together an evening program for these teenagers which was quite successful. The BOCS' program is a fine example of a local program's willingness and ability to provide services to meet a special need but it may be more of a case of treating the symptoms and not the cause.

SUMMARY OF PROGRAMS - PROGRAM COSTS

Table 20 presents summary data on each migrant education project for the 1973-74 year. Student enrollment for each of the fall, spring, and summer program periods, the total number of staff for the year, and the total project expenditures as reported by each local program director are included. A program cost breakdown used in 1972-73 and again this year is an average program cost per student-day and is included in the table for the three program periods. The average cost per student-day is the ratio of the program costs to the number of students times the average days attendance per student. Program cost per student-day ranged from $0.20 to $6.66 for the fall program which averaged to $2.94 for all programs. Spring program costs per student-day ranged from $0.48 to $6.73 for an average of $3.86. These costs are up from a similar average cost per student-day of $2.18 in 1972-73. The costs per student-day for the summer program ranged from a low of $9.07 to a high of $29.82 with a state average of $17.44, up considerably from the $11.64 cost ratio a year ago.

The overall cost breakdown for the 1973-74 migrant program and the comparable costs for the previous 1972-73 year are presented in Table 21. Local program expenditures ranged from $5,601 to a high of $236,383 with the state total of $1,204,898, up 10% over last year. The expanded health services and the additional costs for paying all nurses brought the health program expenditures up to $117,500 or a 106% increase over last year, while at the same time producing one of the most cost/effective services

SUMMARY OF PROJECTS - 1973-74

		ENROLLMENT				STAFF		AVERAGE COST PER DAY PER STUDENT		
COUNTY AND DISTRICT	LOCATION	FAL	SPR	SUM	TOTAL	TOTAL	EXPENDITURES	FALL	SPRING	SUMMER
ADAMS 27J	BRIGHTON	51	25	89	165	13	$ 54,447	$ 2.98	$ 3.63	$ 22.31
BOULDER Re-1J	LONGMONT	-	-	106	106	21	47,637	-	-	17.64
LARMIER R-1	FORT COLLINS	52	52	178	282	25	92,741	3.32	5.94	18.78
WELD Re-4	WINDSOR	39	17		56	35	8,115	2.81	2.33	-
WELD 6	GREELEY	89	87	152	328	41	118,946	3.34	4.68	15.37
WELD COUNTY BOCS	LA SALLE	385	313	413	1,111	96	236,383	2.70	3.31	13.31
Weld Re-1	Gilcrest									
Weld Re-2	Eaton									
Weld Re-3	Keenesburg									
Weld Re-7	Kersey									
Weld Re-8	Fort Lupton									
Weld Re-9	Ault									
LOGAN Re-1	STERLING	-	-	152	152	20	22,056	-	-	9.07
SEDGWICK Re-3	OVID	-	-	10	10	6	5,601	-	-	28.01
EASTCENTRAL BOCS	LIMON	79	52	168	299	30	71,380	0.58	0.79	15.97
Kit Carson Re-6J	Burlington									
NORTHEASTERN BOCS	HAXTUN	-	-	128	128	38	44,520	-	-	19.27
Phillips Re-1J	Holyoke									
Yuma R-J-1	Yuma									
Yuma R-J-2	Wray									
SOUTHPLATTE VALLEY BOCS	FORT MORGAN	-	-	130	130	17	51,799	-	-	19.03
Morgan Re-2J	Brush									
Morgan Re-3	Fort Morgan									
Morgan Re-20	Weldona									
Morgan Re-50	Wiggins									
PROWERS Re-1	GRANADA	129	20	49	198	13	45,551	2.13	4.43	19.26
PROWERS Re-3	HOLLEY	31	27	-	58	11	9,092	1.86	2.38	-
PUEBLO 70	PUEBLO	-	-	37	37	9	21,469	-	-	29.82
ARKANSAS VALLEY BOCS	LA JUNTA	269	219	243	731	105	208,580	4.45	4.97	14.12
Bent Re-1	Las Animas									
Crowley Re-1J	Ordway									
Otero R-1	La Junta									
Otero R-2	Rocky Ford									
Otero R-3J	Manzanola									
Otero R-4J	Fowler									
Otero 33	Swink									
SOUTHEASTERN BOCS	LAMAR	67	62	-	129	17	47,113	4.23	6.73	
Baca Re-1	Walsh									
Bent Re-2	McClave									
Prowers Re-2	Lamar									
Prowers Re-13Jt	Wiley									
ALAMOSA Re-11J	ALAMOSA	-	-	67	67	9	24,523	-	-	12.20
CONEJOS Re-10	ANTONITO	23	23	-	46	6	30,576	6.66	6.66	-
COSTILLO Re 30	BLANCA	-	-	51	51	11	19,131	-	-	16.99
SAGUACHE 26 Jt	CENTER	-	-	54	54	11	15,565	-	-	11.08
DELTA 50J	DELTA	56	14	36	106	14	4,937	0.20	0.48	9.99
MESA 51	GRAND JCT	-	-	53	53	14	24,737	-	-	20.38
STATE TOTALS/AVERAGES		1270	911	2116	4279	549	$1,204,898	$2.94	$3.86	$17.44

Table 20

of the migrant program. Two new programs in 1973-74, the Colorado Migrant Council Day Care and the Colorado Migrant Child Identification and Recruitment Project added $120,000 and $100,021 to the program costs, respectively. Administrative costs increased by approximately 11% compared to the previous year. Local programs spent the largest percentage of their budgets on direct education costs ranging from 39% to 76% of the local program's budget. Support costs ranged from 14% up to 43% of the total local budget while administration costs varied from 3% up to 33% for different local programs. These cost breakdowns compare with the averages in 1972-73 of 54% for direct education, 26% for support services and 20% going to administration.

MIGRANT EDUCATION PROGRAM EXPENDITURES
1973-74 PROGRAM

	REGULAR	SUMMER	TOTAL	1972-73 TOTAL
LOCAL PROGRAMS LEAs, BOCS	$412,020	$792,878	$1,204,898	$1,097,000
HEALTH PROGRAM		117,500	117,500	57,000
MOBILE UNITS	74,053	85,434	159,487	130,000
CMC DAY CARE		120,000	120,000	
CMCIRP	65,824	34,197	100,021	
STATE ADMINISTRATION	37,064	16,216	53,280	48,000
TOTALS	$588,961	$1,166,225	$1,755,186	$1,332,000

TABLE 21

EXEMPLARY PROGRAMS

MUSIC ACTIVITIES ORGANIZED FOR ACADEMIC SKILLS DEVELOPMENT

The need to provide migrant students an enjoyable and interesting summer program while at the same time developing skills in the basic subjects has prompted the Weld County BOCS in organizing a highly integrated program of music with reading and math. Student levels and deficits in reading and math were determined from the PIRAMID OBJECTIVES and criterion-referenced tests. Students were grouped according to similar needs or deficits. Classes were organized into small groups, up to eight students, where each class was planned to meet a specific math or reading objective. The music teacher and regular classroom teacher worked as a team in conducting the special classes. All teachers were bilingual and the classes were conducted in both English and Spanish to meet the particular language needs of the migrant students. For example, an activity directed toward definite reading objective had the students learning to sing, "Venga Aver Mi Rancho" and hearing and repeating words. Animal cards from Peabody Kits were used. Children learned the names of animals in both English and Spanish. Other classes focused on improving certain math knowledge and skills through music activities. A variety of fun music activities were conducted to help the children with learning numbers, counting and simple addition, subtraction, and multiplication drills. The teachers evaluated student progress using the PIRAMID criterion-

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referenced tests. Definite gains were observed for most students by displaying mastery of specific reading and math objectives. Overall, teachers were very positive about using this approach as one way of teaching the basic skills. They felt it was an excellent "vehicle" to introduce academic concepts and a very natural way to get the children's interest.

SPECIAL NIGHT PROGRAM FOR OLDER MIGRANT CHILDREN

During the regular summer migrant program, local program staff of Rocky Ford became aware of a number of older migrant children, ages 12 to 19 years old, with nothing to do during the evening hours. The family contact worker found that these kids were working in the fields during the day, "hanging" around town at night, and not being accepted by local teenagers into their summer activities. Thirty-four interstate and eight intrastate migrant teenagers were identified. Practically all of the forty-two were turned off with school and had dropped out of regular school programs. All were bilingual and ten spoke very little English. The local staff of the Arkansas Valley BOCS summer migrant program quickly planned an evening program of activities and organized volunteers from the regular summer program to operate the evening activities. The local program director, six bilingual teachers, and four bilingual aides, including the nurse, medical and dental students gave of their time to provide these teenagers a variety of activities and learning experiences. A major thrust of the special program was recreational and social activities. Basketball, swimming, and parties were frequent activities of the program. Oral language development was promoted through conducting all activities in both English and Spanish and by conducting small group discussions and career counseling sessions. Consumer mathematics, including family economics, buying and selling, and interest rates, loans, and credit principles were introduced and discussed from a practical everyday viewpoint. Physical fitness, dental counseling, health and sex education sessions were provided by the different medical and dental students. The experiences of the Arkansas Valley BOCS special program points out special needs of many of the older migrant students. Where older students showed a definite pattern of alienation with regular school programs, already had dropped out from school, and were not readily accepted into the local community activities, special activities were provided to meet the student's special interests and needs and found to be successful and could "turn these kids on" to positive educational activities and career discussions.

MIGRANT EDUCATION AT TRINITY RANCH

Forty children from the Rocky Ford Summer Migrant School, ranging in age from seven to fifteen years, spent five full days and nights at Trinity Ranch in a very intensive outdoor education program. The children were divided into four heterogeneous age groups, with each group doing one main activity per day. The activities were varied and intended to develop skills in several areas. Horseback riding skills, developing awareness of man-animal relationships, improving motor skills, and experiencing ecozones and geological and biotic habitat was the focus of one main activity. Another activity was arts and crafts which aided in developing small motor skills, creativity, and individual self-concepts. Nature walks included identifying flora and fauna native to mountain regions, laboratory experience in ecological conditions and hiking and outdoor woods skills. The third main activity was fishing which provided many new experiences and an opportunity to improve certain motor development and familiarization with the principles, methods, and equipment. Formal study in language arts and math was planned and included in the four day program. Children were introduced to banking procedures, depositing and withdrawing money and principle of a banking accounts and balances. Math activities included number recognition and one-to-one number letter pairing through games the children played. Math skill development ranged from simple counting to principles of multiplication and division. Older children wrote about their experiences at the Ranch and were instructed in writing techniques and use of descriptive language and personal testimony. Younger children worked on experience charts for language arts and received help in grammar and vocabulary as part of the exercises. Other activities included organized recreation in volleyball, baseball, football, and swimming. The migrant children participated in many different group and cultural activities including group singing, games, and story telling.

From the ranch, the children spent one-day on a field trip and participated in a cookout and campout in the mountains one evening. The Trinty Ranch experience is one example of several special organized programs designed to take the migrant children out of their familiar setting for a period of time and provide them a rich and varied set of experiences and learning activities. Although the time was not long as far as learning is concerned, the unique set of environmental conditions, interpersonal relationships, and experiences had a profound effect on the attitudes and interests of both students and staff in both cognitive and affective educational areas.

HOME INTERVENTION EDUCATION PROJECT

As part of the Greeley (Weld County 6) summer program, a concentrated home intervention project was designed and operated to help prevent reading failures of children coming from economic and culturally deprived home settings. With the assumption that many reading failures are due to the lack of early language development, early preventive measures in the home environment were considered important to study and pursue as an integral part of the migrant education program. During the 1974 summer, the second year of the project, eighteen migrant families were identified for help by the program. Three bilingual aides, specially trained in home intervention principles and methods, were assigned six families each. Each child and parent was visited at least once per week for one or more hours throughout the eight-week summer program. The main focus of the visits was in providing language experiences for both child and parent. Special reading materials and tools were checked out to the individual families for use in the home. The Home Intervention Project was designed specifically to be preventive in nature and not a remedial program, a program aimed at developing reading readiness skills through language development and concepts. It is a program designed to work directly with parents in training them to better prepare their pre-school and school-age children in basic pre-reading and reading skills and concepts. Focusing on eighteen families, a total of one hundred and eight migrant students and their parents was reached through the project. In most cases, parents of the migrant children reported developing new and important skills and attitudes and becoming aware of different materials for helping prepare their children for formal school work.

CAREER EDUCATION

Being aware and feeling the need to provide migrant students with a basic awareness and concepts in Career Education, the Greeley (Weld County 6) summer program conducted exemplary career counseling activities and a work-study project. The basic purpose of career counseling was to provide all students opportunities to become familiar with work-oriented values of society and to integrate these values into their own personal lives. The specific activities of career counseling included the following major areas:

1. Involve migrant children in self-discovery activities such as map studies and geographical determinants of employment types and patterns.

2. Introduce problem-solving and decision-making skills. Develop and use bilingual cross-word puzzles involving occupations. Use bilingual matching games to build problem-solving skills.

3. Provide opportunities for students to observe directly the working community and different occupations through field trips and visits.

4. Integrate career counseling topics and examples into the regular classroom instruction in the basic academic subject areas.

5. Help identify and develop a broader understanding of different careers.

6. Encourage good work habits and attitudes.

7. Help students develop a better self-identity and pride in themselves as individuals, and as part of the family, school, and community.

Career awareness and counseling was considered an important and integral part of the summer migrant program and as a result, all one-hundred and fifty-eight migrant students participated in the career counseling activities.

Another aspect of the Greeley Program in Career Education was a formal work-study project involving eighteen students between the ages of 14 to 18 years. Each student participated in formal classroom instruction for half of the school day and worked at a particular job in the community the other half day, up to a maximum of 5 hours per day. Students were paid $2.00 per hour through the Neighborhood Youth Corps at Aims College.

The criteria and objectives of the work-study project included -

1. Placement of students in work-experience jobs that:
    - a) provide work experience in areas other than field work.
    - b) establish routines of working regular hours.
    - c) provide work experiences with a supervisor or foreman directly involved with the students.
    - d) provide experiences that will benefit future career selection and training.
    - e) provide students with compensation for their work.
2. Support student involvement and participation by providing the noon meal and transportation to and from the work situation.
3. Provide recreational experiences and information for avocational preparation.
4. Provide occupational information relating to future selection of careers.
5. Determine work values, interests and aptitudes that would be applicable to the individual student's education.

In most cases the work-study students developed in career preparation with the responsibility of their assignments. The pre- and post-inventories showed several dramatic changes in the students' attitudes toward themselves and their work values. Overall, the program was felt to be very successful and meaningful for the students and faculty that participated in the program. To characterize the feeling of the students this common quote best exemplifies their feelings of this summer, "this is the most enjoyable summer I have ever spent."

COMMUNITY HEALTH EDUCATORS

Health Educators evolved as a new but timely staffing component of nutritional and health services in the Summer Migrant Education Programs. Their arrival to the educational program signifies Colorado's progress in providing more preventive kinds of health care for migrant children, and assist migrant families to be more knowledgeable of available health services, and Title I nurses making home visits a priority for consultation on families' well-being. The three Health Educators, each reaching programs through the cooperation of the Title I nurses and mobile units, provided and directed health curriculum activities including dental, nutritional and other health subjects of concern. Health education guidelines were formulated by the Health Educators from the materials and successful activities they had presented or coordinated with school staffs during the summer. Family night and clinic program content were included in these guidelines.

In addition, the Health Educators provided two-way communications between school programs, the area clinics, and the student health teams providing services under the auspices of Colorado Public Health Department, Migrant Division.